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# HARVARD BULLETINS IN EDUCATION

NUMBER IV

FEBRUARY, 1917

## A SELECTED CRITICAL BIBLIOGRAPHY OF VOCATIONAL GUIDANCE

BY  
JOHN M. BREWER  
AND  
ROY W. LUTHER

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HARVARD BULLETINS IN  
EDUCATION

NUMBER IV

## HARVARD BULLETINS IN EDUCATION

- I. THE SCHOOL SYSTEM AS AN EDUCATIONAL LABORATORY.
- II. SCALES FOR THE MEASUREMENT OF ENGLISH COMPOSITION.
- III. BRIDGING THE GAP: THE TRANSFER CLASS.
- IV. A SELECTED CRITICAL BIBLIOGRAPHY OF VOCATIONAL GUIDANCE.
- V. A DESCRIPTIVE BIBLIOGRAPHY OF MEASUREMENT IN ELEMENTARY SUBJECTS.
- VI. BUSINESS PRACTICE IN ELEMENTARY SCHOOLS.

HARVARD BULLETINS IN EDUCATION

A SELECTED  
CRITICAL BIBLIOGRAPHY OF  
VOCATIONAL GUIDANCE

BY

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INSTRUCTOR IN EDUCATION, HARVARD UNIVERSITY  
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ACTING PRINCIPAL, FALL RIVER TECHNICAL HIGH SCHOOL



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## PREFACE

THIS bibliography is intended to be sufficiently broad in scope to give any reader an opportunity to select material adapted to his special needs, and sufficiently thorough to provide for an intensive study in any department of the subject. Some references deal with the educational theory back of the movement, but an attempt is also made, particularly in Parts II and III, to indicate the answer to the question, What practical vocational guidance can be offered in school and in occupation ?

Vocational guidance has been conceived broadly, as concerning itself with all the steps in the occupational progress of the individual: laying a foundation of many kinds of useful experiences, studying occupational opportunities, choosing the occupation, preparing for the vocation, entering upon work, and making necessary readjustments and progress in the occupation. For this reason references on related subjects are included as suggesting typical writings in fields with which the student of vocational guidance must make himself familiar. Part IV is primarily concerned with references on the social and economic characteristics of occupations; without a study of these fields the teacher is not fitted to counsel and the worker is not equipped to cope with the problems of the complex occupational life of today.

Naturally, since vocational guidance is first of all an educational problem, its prosecution, whether in school or occupation, must be carried on by means of painstaking study and investigation. On this account certain titles are omitted from this bibliography. Vocational guidance is not concerned with any "system" of "character analysis", phrenology, physiognomy, or other "short cuts." Neither is it concerned with bombastic talk about "the race for success" and "getting ahead of the other fellow", or other questionable points of view. Neither can it yet find use for tests worked out in the psychological laboratory, nor

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for hasty generalizations based on such moot terms as "the influence of heredity", "natural aptitudes", "innate qualities", and the like. Finally, vocational guidance does not deny the supreme importance of the ethical and civic aims of education, but seeks to offer a vital and indispensable contribution toward making those aims effective.

It should be noted that the authors have not attempted to list references on the occupations themselves, nor on the general subject of achieving success. Many of the books on these subjects, addressed to boys and girls, are open to serious question; a few trustworthy books, however, written from the modern critical standpoint of vocational guidance, have been included.

The comments of the bibliography relate to vocational guidance only. They are offered with the desire to aid the reader, and to stimulate thought, study, and discussion, without which there can be no healthy growth in the effectiveness of this important movement.

JOHN M. BREWER,  
ROY WILLMARTH KELLY.

HARVARD UNIVERSITY.

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A CRITICAL BIBLIOGRAPHY OF  
VOCATIONAL GUIDANCE



# A CRITICAL BIBLIOGRAPHY OF VOCATIONAL GUIDANCE

## PART I

### GENERAL REFERENCES

ALDERMAN, L. R. *School Credit for Home Work*. Houghton Mifflin Company, 1915.

Shows how the school may recognize, encourage, and make effective the outside interests of the children.

American Academy of Political and Social Science. *New Possibilities in Education*. Annals of the Academy, Vol. LXVII, No. 156, Sept. 1916. Editor, Ambrose L. Suhrie.

This volume contains chapters on vocational guidance and vocational education, besides others on a score or more of related subjects.

AYRES, LEONARD P. *Psychological Tests in Vocational Guidance*. In Bureau of Education Bulletin, 1914, No. 14, Vocational Guidance, pp. 33-37. Also Bulletin No. E128 of the Russell Sage Foundation. Also Journal of Educational Psychology, Vol. IV, No. 4, April 1913, pp. 232-237.

A summary view of attempts so far made, with the author's hopes for the future. Though many of the writer's statements are sound and illuminating, on the whole the tone is too sanguine, both as to what has been found out and as to what may be expected in the near future. Many subsequent writers have quoted this article with no attempt to verify its conclusions.

BLOOMFIELD, MEYER. (Ed.) *Readings in Vocational Guidance*. Ginn and Company, 1915.

See index, below, Aves; Ayres; Bloomfield; Bonser; Breckinridge; Brooks; Collet; Davis; Dodge; Eliot; Girls' Trade Education League; Goodwin; Greany; Hanus; Keppel; Kitson; Mead; New York; Prosser; Richards; Schneider; Spaulding; Talbert; Thorndike; Vocation Bureau; Woods; Woolley.

The volume contains forty carefully chosen selections — noteworthy magazine articles, addresses, pamphlets, and original investigations. A preface by the author defines vocational guidance as “organized common sense used to help each individual make the most of his abilities and opportunities.” He contrasts the material which he has gathered with that contained in the earlier “success” books and states briefly the practical point of view which has governed his selection.

Part I, “The Viewpoint of Vocational Guidance”, contains thirteen papers by university presidents, professors, and superintendents of schools. These articles treat of the subject in its wider meanings, furnish a philosophy of vocational guidance, and contain the best statements of the problem and the tenable theories looking toward its solution.

Under Part II, “The Foundations of Vocational Guidance”, are grouped twenty practical studies and investigations. These deal with many aspects of guidance: the work of different bureaus, conditions affecting industrial education, plans for the instruction of teachers, counselors, and parents, and a few articles concerned with educational guidance.

The “Examples of Vocational Information” found in Part III are for the most part Boston publications dealing with specific trades. There are two papers on the industries open to children fourteen to sixteen years of age and three articles descriptive of London conditions.

Several contributions from Mr. Bloomfield are contained in Part IV, “Some Practical Aspects of Vocational Guidance.” The papers printed here are taken from *The School and the Start in Life*.

BLOOMFIELD, MEYER. *Vocational Guidance and the High School*.

In Johnston and Others, *The Modern High School*, Chap. 24, Scribners, 1914, pp. 608-628.

Discusses educational guidance, the interests and choices of pupils, the child in industry, and prevocational education. Possibilities for guidance in the high school are suggested.

— *Vocational Guidance of Youth*. Houghton Mifflin Company, 1911. Introduction by Paul H. Hanus.

This is the first of Mr. Bloomfield's books on the subject; it still remains an excellent volume for those who wish to get in small compass some general concepts of guidance.

The first two chapters are devoted to a study of the importance of the choice of a life-work to the individual and to society. The present basis for choice is apt to be haphazard and the decision is influenced by all sorts of undesirable factors. Reports from Royal Commissions in England and the Commission on Industrial Education in Massachusetts show the great loss to society from “blind alley” beginnings and from low-skilled or casual employment for children in their early teens.

Arguments are presented which show that it is an important part of the work of the public schools to better these conditions.

The chapter on "Beginnings in Guidance" gives a brief history of several efforts looking toward a systematic solution of the problem. The pioneer work of Parsons and Boston's Vocation Bureau are treated in detail.

Chapter IV, "Vocational Guidance in the Public Schools", is historically valuable for its description of the Edinburgh Vocation Bureau.

"The Vocational Counselor" is given some helpful suggestions in Chapters V and VI. He is advised to go slowly, to familiarize himself with local conditions both social and industrial, and to bring about a whole-hearted combination of effort on the part of parents, employers, and school officers. If counseling is attempted, "the relations between the counselor and the applicant cannot be formal, official, or temporary. They must be friendly, intimate, and more or less continuous." The counselor must appreciate the value of organized experience and set as his chief aim the collection of vocational facts and their application in a common-sense way.

Students of vocational guidance should read *Youth, School, and Vocation* in preference to this work. The earlier volume is a good book to place in the hands of intelligent parents, teachers who have only a general interest in the subject, or employers who desire some information as to what vocational guidance implies.

BLOOMFIELD, MEYER. *Youth, School, and Vocation*. Houghton Mifflin Company, 1915. Introduction by Henry Suzzallo.

The material used in *The Vocational Guidance of Youth* has been incorporated into this work. It is far broader in its scope, however, and has made use of the rapid practical development of guidance during the four or five years which have intervened since the first book was written. Several recent studies on causes for leaving school and employments usually entered by children are added to the second chapter.

Chapter III gives a complete account of this work in the Boston Schools up to 1914. The Boston Vocation Bureau's activities are reviewed in detail. It has cooperated with the public schools in many ways, chief of these being in training teachers to act as counselors, in serving as a clearing-house for information, and in conducting numerous investigations of industry and the conditions of employment. A particularly promising phase of the Bureau's work is described in connection with the history of the Boston Employment Managers' Association. This organization owes its formation to the Bureau and is now making a systematic effort to study the problems of employment, discharge, and allied subjects.

Under the title of "The Organization of Vocational Guidance", Mr. Bloomfield has grouped a variety of topics concerning the practical

application of his subject. Outlines are given of the work in Cincinnati, Newton, and the Henry Street Settlement in New York. Financial assistance for worthy pupils is urged as a valuable aid to educational guidance.

Germany has little to offer on the subject of vocational guidance. Some work has been done through individual initiative, local labor bureaus, and the Bureaus of Statistics. Social and industrial conditions at the time of writing were such that guidance seemed to be considered "a needless procedure in the case of young people whose career was more or less a predetermined matter." A large body of progressive Germans were then beginning to consider the need for bettering such conditions and the outlook appeared to be hopeful.

England and Scotland have an elaborate machinery for vocational guidance and the control of child labor. Guidance is still of uncertain character because it depends so largely upon the service of large, and therefore inefficient, volunteer committees. A detailed account is given with sample plans and literature.

"Vocational Guidance and Health Guidance" is concerned chiefly with problems in England. Little is said upon our own needs and opportunities in this important phase of the subject.

The "Suggestive Material" occupies nearly eighty-five pages, and is a very helpful part of the book to the practical student of guidance. It contains record blanks from various bureaus and schools, experiences of counselors, specimens of vocational talks, and occupational studies.

BONSER, FREDERICK G. *The Curriculum as a Means of Revealing Vocational Aptitudes*. Education, Vol. XXXVII, No. 3, Nov. 1916, pp. 145-159.

This is one of the clearest and most systematic statements of the duty of the school to make its program of studies furnish effective vocational guidance. Trial and failure in industry is too costly and psychological tests are too undeveloped to furnish trustworthy data; hence the school studies must be used to reveal occupational possibilities. In order to do this the school program must be broad enough to offer experiences in many kinds of activities similar to those carried on outside the school. "Pure science" and "pure mathematics", innocent of social, civic, or occupational utility, will not serve the purpose. Vocational implications must be discovered and utilized, if the school is to be of real service to the individual and society.

— *Is "Prevocational" a Needed or Desirable Term?* Manual Training and Vocational Education, Vol. XVII, No. 8, April 1916, pp. 585-588.

Professor Bonser maintains that the junior high school is the logical place for prevocational work, and that neither a separate course of

study nor a separate institution is necessary. This contention seems sound; in fact the continuation school, too, is or should be a junior high school, and the junior high school should do what is now done by these two other types of organizations. Besides, one's college training is frequently "prevocational"; the term is too broad to serve as the name of a school.

BONSER, FREDERICK G. *Necessity of Professional Training for Vocational Counseling*. In *Vocational Guidance*, Bureau of Education Bulletin, 1914, No. 14, pp. 37-42. Also in Bloomfield's *Readings*, pp. 109-116.

An excellent statement of requirements for satisfactory work in counseling.

Boy Scouts of America. *Handbook for Boys*. New York City. Doubleday, Page and Co.

Schools need to adopt much of the material and many of the methods of this organization. Counselors should study the handbook.

BREESE, B. B. *Vocational Guidance*. Unpopular Review, Vol. v, No. 8, Oct.-Dec. 1915, pp. 343-357.

Ridicules vocational guidance on account of the false methods shown in tendencies to prophesy and to extravagant claims for psychology.

BREWER, JOHN M. *Vocational Guidance in School and Occupation*. In *American Academy Annals*, see above, *New Possibilities in Education*, pp. 54-63.

This article presents a brief survey of the present problems and practices of vocational guidance.

BUNKER, FRANK FOREST. *Reorganization of the Public School System*. U. S. Bureau of Education Bulletin, 1916, No. 8.

This bulletin presents the latest material on the junior high school, which is the most important school for vocational guidance. There is a helpful statement of principles, and sample courses are drawn up. The life-career class, however, is neglected.

Bureau of Education. *Vocational Guidance*. Bulletin No. 14, 1914.

Contains papers presented at the organization meeting of the Vocational Guidance Association, Grand Rapids, Oct. 1913. A valuable collection of papers on various phases of guidance. (See index, below, Ayres; Bonser; Breckenridge; Fletcher; Giles; Leavitt; Lovejoy; Mead; Richards; Roberts; Woolley.)

California George Junior Republic. *Junior Republic; the Vocational Survey; a Clearing-House of Vocational Guidance*. Chino, California.

This monthly magazine is now devoted to the progress of vocational guidance.

Camp Fire Girls National Headquarters. *The Book of the Camp Fire Girls*.

See comments for Boy Scout Handbook.

CLAXTON, PHILANDER P. *Part-Time Secondary Schooling and Vocational Guidance*. National Vocational Guidance Association, Proc. 1914, pp. 44-48.

Outlines the value to vocational guidance in a plan for combining work and schooling.

COLE, PERCIVAL R. *Industrial Education in the Elementary School*. Houghton Mifflin Company, 1914.

This book is suggestive regarding possibilities for satisfactory exercises in industrial work in the lower school.

Commissioner of Education. (See Bureau of Education.)

Curtis Publishing Company, Philadelphia. *The Counselor*.

This is a monthly bulletin, "published by the Sales Division, Circulation Department", for "parents and teachers of P-J-G boys, and for all others who are interested in vocational guidance and training."

DAVIS, JESSE B. *Vocational and Moral Guidance*. Ginn and Company, 1914.

This is one of the three or four best books on vocational guidance. Its chief point is the use of English composition for developing vocational insight and outlook. A fine spirit of coöperation and disinterested loyalty on the part of the teachers of Grand Rapids made possible this valuable contribution to the use of vocational guidance material in English and civics. Grand Rapids public library was the first to set apart a room and utilize bulletin boards for giving industrial and vocational information. Mr. Davis presents a complete plan for six years' work in English as well as suggestions for prevocational classes in manual training and domestic arts. His point of view as regards moral guidance is stated as follows:

"The word guidance has a broad significance. From the vocational point of view it means the gradual unfolding of the pupil's better understanding of himself; it means the opening of his eyes to the broad field of opportunity in the world; it means the selection of and the preparation for his own best field of service as a social being. Ethical

instruction that merely informs the brain does not necessarily produce better character; . . . . In this connection, guidance means the pupil's better understanding of his own character; it means a conception of himself as a social being in some future occupation, and from this view-point, the appreciation of his duty and obligation toward his business associates, toward his neighbors, and the law."

This aim has been held well to the fore in the subjects for compositions, talks, reports, and debates which are proposed. The plan is made readily available for use by the addition of extended bibliographies for both teachers and pupils at the end of each chapter. Only one difficulty appears in thus emphasizing English composition as the vehicle for guidance, and that lies in the direction of laying an extra burden on pupils who dislike present methods of teaching composition, thus bringing vocational knowledge within the scope of their antipathies.

Mr. Davis has contributed very little to the subjects of organization and placement. His record forms show tendencies toward those used by Professor Parsons.

Part Two of the book contains a number of articles from teachers and others who have had practical experience in counseling. One of the best of these is from Mary E. Hall, librarian of the Girls' High School, Brooklyn, New York, on the use of the library in vocational counseling.

The book should prove especially useful to teachers of English, civics, and debating. Though it is limited on the industrial side, it puts the emphasis where it belongs, — on guidance through the work of the school.

DAVIS, PHILIP. (Ed.) *The Field of Social Service*. Small, Maynard and Co., 1915.

Forty authors contributed, and the result is a good survey of social problems. It is not too difficult for a textbook for high school classes. The supplements deal with salaried positions in social service. There is a good index.

— *The Street and the Start in Life*. National Vocational Guidance Association Proceedings, 1914, pp. 8-9.

"The street is daily suggesting careers, good and bad, to hundreds of city children."

— *Streetsland*. Small, Maynard and Co., 1915.

Shows the present vocational chaos in the street trades and the limited knowledge upon which city children decide on their occupations. Suggests important reform for the encouragement of better play and work.

DENISON, ELSA. *Helping School Children*. Harper and Brothers, 1912.

Shows the many agencies ready to coöperate with the school. The vocational counselor needs to know about them all.

DEWEY, JOHN. *The Need of an Industrial Education in an Industrial Democracy*. Manual Training and Vocational Education, Vol. XVII, No. 6, Feb. 1916, pp. 409-414.

Shows that there is no real democracy in the traditional school program, — that the industrial subjects must be added to provide anything like equal opportunity. Schools and industry both must be revised, and the masses must have the information and education which will fit them to cope with their problems. "Industrial democracy and industrial education should fit each other like hand and glove."

— and DEWEY, EVELYN. *Schools of To-morrow*. E. P. Dutton and Co., 1915.

A survey of certain progressive schools in this country, with the underlying theories upon which their methods and organizations rest. Public schools must no doubt come to adopt many of the features herein described if vocational guidance is to be effective.

DUNN, ARTHUR W. *Civic Education in Elementary Schools as Illustrated in Indianapolis*. U. S. Bureau of Education Bulletin, 1915, No. 17.

Shows how civics, history, geography, and arithmetic can be related to community needs. Good material for vocational guidance. The author of this pamphlet is also author of a textbook important for the foundations of vocational guidance — *The Community and the Citizen*, D. C. Heath and Co., 1914.

ELIOT, CHARLES W. *The Value, during Education, of the Life-Career Motive*. Nat. Educ. Assn., Proc. 1910, pp. 133-141. Also in Bloomfield's *Readings*, pp. 1-12.

Holds that, if certain safeguards are provided, the life-career motive may be aroused early in the school experience of the child, and vocational training begin with the seventh grade. A very suggestive article.

ELLIFF, J. D. *Vocational Guidance — A Function of the University*. Proceedings, National Vocational Guidance Association, 1914.

An outline of reasons and practical suggestions for offering vocational guidance to college students.

FLETCHER, ALFRED P. *Guidance by Means of a System of Differentiated Courses*. In *Vocational Guidance*, U. S. Bureau of Educ. Bulletin, 1914, No. 14, pp. 48-52.

Advocates "try-out" or prevocational courses as a means to vocational guidance. A good statement.

GAYLER, G. W. *Vocational Guidance in the High School*. Psychological Clinic, Vol. IX, No. 6, Nov. 15, 1915, pp. 161-166.

A report is made on an investigation of the persistency of the choice of a vocation among high school students. The study begins with one hundred and fifty-nine eighth grade pupils and follows them through three years of the secondary school. Mr. Gayler concludes: (1) that a large percentage do not decide upon a life-work until late in the high school course or until college has begun; (2) there is a large amount of vacillation as to choice; (3) those who remain most constant in choice usually expect to stay in school for a long period.

Mr. Gayler believes that the guidance most needed is of the sort that will keep boys and girls in school for the longest possible period.

GOWIN, ENOCH BURTON and WHEATLEY, WILLIAM ALONZO. *Occupations*. Ginn and Company, 1916.

At the present time, this is the best book available for a high-school life-career class. It is entertainingly written, arranged in logical order for use in a course, and has practical exercises and a bibliography at the end of each chapter.

Part I, "Introduction to the Study of Vocations", stresses the importance of being well informed before making a vocational choice, describes the characteristics of a good vocation, and outlines a method for the study of occupations.

Part II, "Detailed Study of the Most Important Life Vocations", first sketches in bold outlines the prominent features of the more important divisions, and then proceeds in each case to summarize in short paragraphs the numerous minor positions and fields of work. Slight inaccuracies and one-sided or misleading statements occur occasionally due to the effort to discuss so many different callings, but on the whole this part of the book is well done, and if properly supplemented by local investigations and the reading of technical journals and other books, cannot fail to prove an illuminating study for any high school class. It is to be regretted that women's work is very much neglected, but the larger essential facts and the outline of study are there.

Part III, "Vocational Adjustment", offers advice on the choice of a life-work, preparing one's self and applying for a position, and the best means of growth and advancement. Schneider's unproved classifications are used in the "self-analysis" blank, but in the hands of a teacher who recognizes the limitations of that method, this need not be a serious fault.

HANUS, PAUL H. *Beginnings in Industrial Education*, and other educational discussions. Houghton Mifflin Company, 1908.

A discussion of the aims, methods, and values of vocational education, with plans used in Germany, and a statement of the needs in Massachusetts and the plans for supplying those needs. The proposals of this book are now being widely adopted.

— *School Efficiency, a Constructive Study Applied to New York City*. School Efficiency Series, World Book Co., 1913.

"A summary and interpretation of the report on the educational aspects of the school inquiry." An important, progressive resumé of educational aims and methods. Vocational guidance cannot thrive under a poor school organization, or poor methods of teaching. This book outlines approved plans. It contains a good chapter on vocational schools, summarizing Schneider's book on that subject.

— *Vocational Guidance and Public Education*. The School Review, Vol. XIX, No. 1, Jan. 1911, pp. 51-56. Also in Bloomfield's *Readings*, pp. 92-95.

An article following the first national conference on vocational guidance. The author shows how modern tendencies make vocational guidance necessary. A general discussion of the principles necessary to satisfactory guidance. A clear and timely statement.

HARPER, JANE R. *A Survey of Opportunities for Vocational Education in and near Philadelphia*. Public Education Association, Philadelphia, 1915.

An exhaustive and systematic statement of the requirements and offerings of the institutions accessible. The book uses a very clear method of presenting the facts, and has excellent indices of occupations and institutions.

HICKS, WARREN E. See Wisconsin.

HOLLINGWORTH, H. L. *Specialized Vocational Tests and Methods*. School and Society, Vol. 1, No. 26, June 26, 1915, pp. 918-922.

An examination of the trials, so far, to find adequate psychological and other tests. Little of value has been accomplished.

— *Vocational Psychology*. D. Appleton and Co., 1916.

This volume is a summary of the efforts to discover suitable tests, psychological and otherwise, of the individual's fitness for a particular vocation. It is the outgrowth of a course on "Psychological Tests in Vocational Guidance" conducted by the author in Teachers' College, Columbia University.

Under the title, "The Search for Phrenological and Physiognomic Principles", Professor Hollingworth offers arguments and evidence to prove that the claims of both phrenology and physiognomy "are so unsupported, contradictory and extravagant that the vocational psychologist cannot afford to trifle with them." With regard to some psychological studies the author is quite as caustic in his criticism as he is of the "futile attempts to diagnose mental constitution on the basis of bodily structure", but with the important difference that he looks upon the general trend in his own field as very hopeful.

The chapter on "Self-Analysis and the Judgment of Associates" offers some interesting studies on the value of oral and written recommendations and other testimonials of character. Correlation studies of the judgments of several groups lead to the tentative conclusion that persons of average intelligence will agree fairly closely in their opinions of an individual's rank in such traits as efficiency, originality, quickness, and perseverance, but that they will be apt to disagree on such traits as reasonableness, refinement, cheerfulness, and kindliness.

"The Curriculum as a Vocational Test" contains a number of studies which attempt to correlate marks or grades in elementary and high schools with success in college or in occupations, and interest in school subjects with interests and values in later life.

Suggestions are made as to the sort of psychological tests which appear to be most helpful in selecting employees or in choosing a vocation. The strongest objection to extended use of such tests at present is summed up in a statement referring to the incompleteness of the correlation between tests and more direct measures of ability. "From the point of view of the individual who is seeking guidance, or who is accepted or rejected on the basis of his performance in psychological tests, any correlation which is imperfect may lead to occasional injustice and misdirection."

The appendix gives a classified bibliography for vocational psychology, and a number of tests, blanks, standards, and forms.

Professor Hollingworth's book is valuable as a summary of what has been attempted and should prove a stimulus to better directed effort as well as a safeguard against certain forms of pseudo-guidance offered by commercial counselors.

JENNINGS, IRWIN G. *Vocational Guidance in Colleges and Universities*. Educational Review, Vol. LI, No. 4, April 1916, pp. 331-341.

A general discussion of the need. Some good suggestions are made along the line of organizing the alumni to aid in guidance.

JOHNSON, GEORGE E. *Education by Plays and Games*. Ginn and Company, 1907.

Full of prevocational suggestions.

JOHNSON, GEORGE E. *Education Through Recreation*. The Survey Committee of the Cleveland Foundation, 1916.

This is one of the reports of the Cleveland Survey. Vocational guidance would be more satisfactorily performed if the children had the benefit of the kinds of recreation here advocated.

JOHNSTON, C. H., and OTHERS. See BLOOMFIELD, *Vocational Guidance and the High School*.

KEPPEL, FREDERICK P. *The Occupations of College Graduates as Influenced by the Undergraduate Course*. Educational Review, Vol. XL, No. 5, Dec. 1910, pp. 433-439. Also in Bloomfield's *Readings*, pp. 346-351.

Finds that a large proportion of students entering college have definite occupations selected, but that the college takes little notice of these selections, and has very little influence on the occupation interests of students.

KITSON, HARRY D. *Interest as a Criterion in Vocational Guidance*. Educational Review, Vol. LII, No. 4, Nov. 1916, pp. 349-356.

Are children's interests to be relied on in offering them vocational counsel? Dr. Kitson shows that interests are often accidental, limited, and progressively changing, and cannot be relied upon. The "method of expression" would measure bodily reactions to set stimuli. But we can neither distinguish between positive and negative reactions, nor decide on appropriate stimuli for various occupations. The questionnaire, self-analysis, or "impression" method is likewise faulty. Finally, interest is not always associated with capacity. The author concludes that no single criterion is adequate for the giving of vocational advice, but that many sorts of measures should be taken. No theory of "types of mind" will serve. Vocational guidance must be regarded as a "monitory process."

— *Psychological Tests and Vocational Guidance*. The School Review, Vol. XXIV, No. 3, March 1916, pp. 207-214.

Similar to the article below. There are several references to the work of Mrs. Woolley in Cincinnati and to the activities of the University of Chicago. The following are the most important points made:

1. Better methods of getting standards are necessary in order to obviate errors arising from taking chance samplings.
2. The single test system does not take into account the subject's ability to improve.
3. The volitional factors are almost entirely neglected.
4. Guidance founded on interests fails because of (a) the volatile character of the interests of most young persons; (b) entire lack of

vocational interests; (c) conflicting interest of unmeasurable strength; (d) objective methods of determining interests are undeveloped and subjective methods are unreliable.

5. The true relation of the person to his proposed vocation can only be determined through a thoroughgoing sociological, economic, physiological, and psychological study.

6. After the individual's strength and weakness are known, the counselor's advice should be merely monitory in nature.

KITSON, HARRY D. *Suggestions toward a Tenable Theory of Vocational Guidance*. Manual Training and Vocational Education, Vol. xv, No. 5, Jan. 1915, pp. 265-270. Also in Bloomfield's *Readings*, pp. 103-108.

Objects to the current conception about the utility of psychological tests, claims that interest is not a reliable guide, and advocates guidance based on facts and monitory in its nature.

KNOX, GEORGE PLATT. *How Should the School System Contribute to an Intelligent Choice of Vocation on the Part of the Pupil?* National Educational Association, Department of Superintendence, Proc. 1912, pp. 93-101. Also in N. E. A., Proc. 1912, pp. 417-425.

This is an admirable article for students to read in order to get a view of the field. Among the points well brought out are the following:

1. Much attention ought to be given to investigation of: (a) the child; (b) his environment; (c) vocations.

2. The child must be considered physically, mentally, temperamentally.

3. A social survey ought to be undertaken in order to organize the forces which carry on the work of collecting information.

4. The chief duty of a general office is the education and stimulation of counselors.

LAPP, JOHN A. and MOTE, CARL H. *Learning to Earn*. A Plea and a Plan for Vocational Education. Bobbs-Merrill Co., 1915.

A broad, helpful book, one of the very best on the subject. Contains a good chapter on vocational guidance, although too much is expected of present psychology. Excellent index, and a bibliography and list of organizations to further the cause of vocational education.

LATHROP, JULIA C. *Some Items to be Considered in a Vocational Guidance Program*. Nat. Voc. Guid. Assn., Proc. 1914, pp. 49-50.

A challenge to the movement for vocational guidance to work for abolishing child labor, dignifying common labor, basing guidance on facts, and providing better education.

LEAVITT, FRANK M. *Examples of Industrial Education*. Ginn and Company, 1912.

A comprehensive and important book, with a great deal of concrete material. There is a chapter on vocational guidance, telling of the beginnings of the movement. Good index.

— *President's Address*. Nat. Voc. Guid. Assn., Proc. 1914, pp. 5-7.

A broad, hopeful statement of the aim of the movement. Made at the Richmond convention.

— *The School Phases of Vocational Guidance*. The School Review, Vol. XXIII, No. 10, Dec. 1915, pp. 687-696.

Professor Leavitt is concerned chiefly with high school phases of guidance and his article is written from that point of view. His outline includes:

1. Employment supervision to the age of sixteen or eighteen for those who leave at the compulsory age limit.

2. Vocational information (through vitalized courses and counselors) and placement for those who expect to go to work upon graduation from the secondary school.

3. Educational guidance in the shape of knowledge of the profession, study of their own characteristics and aptitudes, and information concerning higher educational opportunities for those who will continue their education beyond the high school.

There are references to some methods used in various cities in the United States.

— and BROWN, EDITH. *Prevocational Education in the Public Schools*. Houghton Mifflin Company, 1915.

Contains a description of the courses offered and the methods in use in several cities where the prevocational plan is in use. The authors have performed a real service by collecting this material. It brings out clearly the aims and accomplishments of this type of school. One wonders, however, why any child should be denied such a broad and well-balanced curriculum.

LEE, JOSEPH. *Play in Education*. The Macmillan Co., 1915.

"My aim in this book is to present a true picture of the child." Some chapter titles: Play is Serious; Play Trains for Life; Play and Work; Play and Drudgery; Construction; The Larger Units of Membership; Play the Restorer. The author's point of view is greatly needed by teachers and counselors.

LEWIS, ERVIN E. *Studies in Vocational Guidance*. I. The General Problem; II. In What Grades is the School Exodus

Concentrated; III. The Occupations Entered. School and Home Education, Vol. xxxii, Nos. 4, 6, 7, Dec. 1912, Feb. and March 1913, pp. 135-138; 212-214; 247-251.

A valuable report of an investigation such as every school system needs. It was found that thirty-three per cent of the workers had not reached the sixth grade, and that seventy per cent of young workers were engaged in errands and messenger service.

LULL, HERBERT G. *Vocational Instruction in the High School. Manual Training and Vocational Education*, Vol. xvi, No. 9, May 1915, pp. 529-536.

This article is based on a vocational survey of Bellingham, Wash., made by the writer of the paper. It contains some very interesting material, including a diagram to show the complex and vital relationships between school subjects and occupational life.

LUTZ, R. R. *Wage Earning and Education*. Survey Committee, Cleveland Foundation, 1916. In press.

See Cleveland, Part IV. This book summarizes the eight studies on specific phases of the occupational life of Cleveland, Ohio.

Massachusetts Board of Education. *Annual Report, 79th*, 1916.

Gives the latest information regarding progress in vocational education in the state.

— *The Needs and Possibilities of Part-Time Education*.

A study of child employment, to show the need for continuation schools, with a suggested law. Appendices contain statistical data. A special report submitted to the legislature in 1913.

McKEEVER, WILLIAM A. *Training the Boy*. The Macmillan Company, 1913.

A popularly written book for parents and others interested in boys. It deals with all phases of boy life, and is concrete and helpful. The tone of the book is personal; it does not take up the sociological and economic foundations under vocational progress. By the same author: *Training the Girl*, and *Farm Boys and Girls*.

MEAD, GEORGE HERBERT. *The Larger Educational Bearings of Vocational Guidance*. U. S. Bureau of Education Bulletin, 1914, No. 14, pp. 16-26. Also in Bloomfield's *Readings*, pp. 43-55.

A splendid statement of the aims of the school, as expressed in vocational guidance. "In vocational guidance the school finds its supreme task as the conscious educational institution of a democracy."

MOORE, ERNEST CARROLL. *What is Education?* Ginn and Company, 1915.

The theory of education is here discussed, sound theory being held indispensable to correct practice. Of special value to the counselor are Chapter III on general discipline, Chapter IV on the child's practice of building up his world out of his own experiences, Chapter VI on learning by and for doing, and Chapter X on "Diagnostic Education", the proposal that each child should be treated as a separate problem and bundle of possibilities.

MÜNSTERBERG, HUGO. *Psychology and Industrial Efficiency*. Houghton Mifflin Company, 1913.

This book sets forth certain laboratory experiments which attempt to link psychology to industry. So far as the present work of the counselor or employment manager is concerned it has no practical bearings. Though Professor Münsterberg states in the introduction that "completed investigations do not as yet exist in this field," yet the general tone of the book or the hope for short-cut methods in hiring men has led many persons to believe that some progress toward discovering aptitudes through psychological experiments and tests had been made. The tests described in this book are supposed to reveal qualities, and it is naively assumed that these qualities shown in the laboratory will operate in the complex situations of life. There seems to be no proved relationship between laboratory tests and experiences in the occupations.

MUNROE, JAMES PHINNEY. *New Demands in Education*. Doubleday, Page and Company, 1912.

A clear statement of the reforms to which the school must set itself, if it is to prove adequate to the tasks imposed in civic, moral, and vocational guidance.

National Association of Manufacturers. *Industrial Education*. Report of a committee, H. E. Miles, chairman, 1915. Reprinted by Bureau of Education, Washington.

Discusses the continuation and part-time plan, and argues for dual control. Legislation in Wisconsin and Pennsylvania is discussed, together with suggested adjustments necessary to be made in factory management. The report presents the point of view of employers willing to foster the education of workers. The Association has issued several other bulletins.

National Conference on Vocational Guidance. *Proceedings of the Second Conference*, N. Y. City, 1912; auspices of the Central Committee on Vocational Guidance, N. Y. City,

Benj. C. Gruenberg, Sec'y., Julia Richman High School, New York City.

Over two hundred pages of papers and discussions, some of them still among the best material on our subject. There were conferences on placement, follow-up, study of occupations, scholarships, vocational analysis, vocational training counseling, and the employer's standpoint. See index: Fitch, Perkins, Richards, Woolley, Woolman. This meeting led to the organization of the national association. The first conference was in 1910, and many of the papers there given have been published; See Brooks, Hanus, and reports of the meeting, *Survey*, Vol. xxv, No. 26, 1910, and *School Review*, Vol. xix, Jan. 1911.

National Vocational Guidance Association. *Proceedings of the 1913 Meeting at Grand Rapids*. Published as Vocational Guidance, U. S. Bureau of Education Bulletin, 1914, No. 14.

See Bureau of Education, above. This was the organization meeting of the association and the third national conference.

— *Proceedings of the Richmond Meeting*, 1914. Published by the Association, 1915.

This was the fourth national conference. The proceedings are well printed. See Claxton; Davis, Annie B.; Davis, Philip; Lathrop; Leavitt; Thompson, F. V.; Wheatley; Wile.

— *Vocational Guidance Bulletin*.

A monthly leaflet of news relating to the subject. Issued by the Secretary, W. Carson Ryan, Jr., Bureau of Education, Washington, D. C.

OVERSTREET, H. A. *The Community Brain*. The New Republic, Vol. vi, No. 70, March 4, 1916, pp. 128-129.

An interesting forecast of a possible relation between the occupations and political representation in congress and legislature.

PARSONS, BELLE RAGNOR. *Plays and Games*. For indoors and outdoors. A. S. Barnes and Co., 1909.

Good suggestions for the use of occupational ideas in the play of young children.

PARSONS, FRANK. *Choosing a Vocation*. Houghton Mifflin Company, 1909.

As a pioneer in the field of vocational guidance, Professor Parsons did a great deal of useful work and his book is valuable for the historical background which it furnishes. The book has three parts: The personal investigation; the industrial investigation; and the organization of the work. The long personal analysis which every applicant was

expected to fill out has been appropriately criticised on the ground that any one who could answer the questions intelligently was in no need of guidance. Doubtless the questionnaire did serve as a stimulus to thought along lines which Professor Parsons found neglected by many of his applicants. Both the personal analysis forms and the outlines for the study of vocations have been highly suggestive to many investigators. The outlines of the qualities desirable in persons proposing to enter the different industries are out of date in many cases and in others the terms are too vague and general to be capable of any practical application. Professor Parson's statistics on industry are now only of historical value and in many cases the form of his investigations could not be applied successfully. One of the best parts of the book is the series of case studies which occupy the last fifty pages.

PERKINS, FRANCES. *Summary of the Discussion on Occupations*. Second national conference of Vocational Guidance Association, Proc., pp. 56-58.

A stirring appeal for improving jobs, candid information, training for leisure, and experimentation at several jobs before final selection of a vocation.

PRITCHARD, MYRON T. and TURKINGTON, GRACE A., *Stories of Thrift for Young Americans*. Charles Scribner's Sons, 1915.

A sensible, helpful book. The stories deal with practical efforts to spend money wisely. They are altogether free from moralizing of the old sort. The work of corn clubs is described.

PROSSER, CHARLES A. *Practical Arts and Vocational Guidance*. Manual Training Magazine, Vol. xiv, No. 3, Feb. 1913, pp. 209-222. Also in Bloomfield's *Readings*, pp. 352-367.

A forceful discussion of the need for modifying "manual training" in the direction of real tasks such as those of the prevocational school. Varied manual work must be provided in the elementary school: "The school must furnish real life experience." The author shows that boys already make choices of great significance, whether or not they are ready for these choices.

See also Bureau of Labor Statistics, below.

PUFFER, J. ADAMS. *Vocational Guidance; The Teacher as a Counselor*. Rand McNally & Co., 1913.

A popular style of writing is an asset if care be taken to keep within proved principles. This book's helpfulness is neutralized by overstatement, half-truth, and naïve reliance on much questioned hypotheses. It is not likely to help the teacher to obtain a clear idea of the movement. It does show the need for a broader program of studies in the school.

RICHARDS, CHARLES R. *What We Need to Know About Occupations*. Second National Conference on Vocational Guidance, Proc. 1912, pp. 35-44. Also in Bloomfield's *Readings*, pp. 504-514.

An analysis so good that it is substantially followed in the recent vocational surveys.

RICHARDSON, NORMAN E. and LOOMIS, ORMOND E. *The Boy Scout Movement Applied by the Church*. Charles Scribner's Sons, 1915.

The Boy Scout Movement is full of suggestiveness for improving the work of the elementary school, and the work of the organization supplements the school program. If the boy and girl are to have opportunity to lay a broad foundation of useful experiences, as a basis for choice of occupation, no better means can be found than the combination of school and scouting. The book is an excellent manual for teachers as well as scoutmasters.

RIGHTER, LEONARD. *The Curriculum and Vocational Guidance*. The Elementary School Journal, Vol. XVI, No. 7, Mar. 1916, 369-380.

A discussion of the principles and policies of vocational guidance. Its relation to equal opportunity is clearly stated. A selected bibliography is given.

— and LEONARD, ROBERT J. *Educational Surveys and Vocational Guidance*. Teachers College Record, Vol. XIV, No. 1, Jan. 1913.

This number of the Record is given over to two papers, with an introduction by Professor Bonser. Righter's article is The Educational Survey Preparatory to the Organization of Vocational Education (pp. 3-43); and Leonard's, Social Phases of Industrial Life and their Relation to Vocational Guidance, pp. 44-64. Proposed plans, outlines, and diagrams.

ROBERTS, EDWARD D. *The Continuation Schools of Cincinnati as a Means of Vocational Guidance*. U. S. Bureau of Education Bulletin, 1914, No. 14. Vocational Guidance, pp. 67-72.

A good explanation of the way in which this school can help the pupil to find his interests through a range of activities.

SANDWICK, RICHARD L. *How to Study and What to Study*. D. C. Heath and Co., 1915.

This book contains valuable directions for applying school studies to occupational needs.

SCHALLENBERGER, MARGARET E. *The Physical Condition of the Child, as a Leading Factor in Determining his Vocational Guidance*. N. E. A. Addresses and Proc., 1914, pp. 704-707.

A plea for more attention to the physical limitations in selecting the vocation.

SPAULDING, FRANK E. *Problems of Vocational Guidance*. N. E. A., Department of Superintendence, 1915. Proc., pp. 83-87. N. E. A. Addresses and Proc., 1915, pp. 331-335. Also in Bloomfield's *Readings*, pp. 69-74.

One of the best articles on this subject. Outlines the problems necessary to be grappled with in any adequate program of vocational guidance.

THOMPSON, FRANK V. *Commercial Education*. Chapter X of U. S. Commissioner of Education, Report, 1915, Part I, pp. 279-293.

A statement of the need for examination and criticism of commercial courses, the relation between commercial and industrial education, organization and methods, and standards and tests used in schools and business houses. "Guidance, placement, and follow-up are essential features of a well-ordered, comprehensive, and effective plan of commercial training."

— *Commercial Education in Public Secondary Schools*. School Efficiency Series. World Book Co., 1915.

An indispensable book for those interested in commercial education. Goes to actual business requirements for data in planning courses. Good index, and illustrative material.

THORNDIKE, E. L. *Educational Psychology*. Teachers' College, Columbia University, 1914. In three volumes: *The Original Nature of Man*; *The Psychology of Learning*; *Work, Fatigue, and Individual Differences*.

This work gives the modern thought and experimental data on several matters of importance to vocational guidance: Interests and instincts, learning, efficiency, theory of mental discipline, recapitulation theory, the theory of types and mental antagonisms, and individual differences.

— *Educational Psychology*. Briefer Course. Teachers' College, Columbia University, 1914.

Covers the same ground as the above work in briefer form.

THORNDIKE, E. L. *The Permanence of Interests and their Relation to Abilities*. Pop. Sci. Monthly, Vol. LXXXI, No. 5, Nov. 1912, pp. 449-456. Also in Bloomfield's *Readings*, pp. 386-395.

A statistical study to find out the relation between the elementary-school interests of children and their high-school and college interests and abilities. On the whole, it is found that interests persist, and are a fair index of ability. (The conclusion has been questioned; more data are needed, as Thorndike states at the end of the article.)

— *The University and Vocational Guidance*. Bloomfield's *Readings*, pp. 96-102.

Shows that neither charitable organizations nor business associations can give satisfactory guidance, but that it must be done by the schools. Shows that it must be based on knowledge of the occupations, and on scientific knowledge in psychology and sociology.

VAN SICKLE, JAMES H. *The Vocational Trend in Education*, Educational Administration and Supervision, Vol. 1, No. 1, Jan. 1915, pp. 67-68.

This article deals with the relation of the aim in prevocational and vocational work to other aims in education. There is no conflict of aims.

Vocational Guidance Society of California. *Annual Report*. 1916. Mrs. May L. Cheney, Sec'y, University of California.

This report shows the excellent effort being made by this society to interest persons of varied activities in furthering the movement for vocational guidance.

WARD, E. J. *The Social Center*. D. Appleton and Company, 1913.

This important book deals with many of the activities in which a vocational counselor must participate if he is to become acquainted with the ideals and needs of his neighbors, and if he is to help young persons already at work.

WARD, LESTER F. *Applied Sociology*. Ginn and Company, 1906.

A stimulating book in the hope it expresses for human betterment. Shows that great men are products of their artificial environment, — economic, social, and educational, — and holds out the hope that the extension of the privileges of a better environment will lead to great progress among the common people.

WARD, LESTER F. *Eugenics, Euthenics, and Eudemics*. American Journal of Sociology, Vol. XVIII, No. 6, May 1913, pp. 737-757.

Claims that if artificial limitations were removed, ninety-nine and four-tenths per cent of our population would be found to be normal minded, and fifty per cent potential geniuses. Claims that even the denizens of the slums are by nature the peers of the boasted "aristocracy of brains", and "the equals in all but privilege." Some persons may not agree with Ward, yet as teachers we deal with environment, not with heredity, and must make the most of the opportunity.

WILE, Ira S. *Vocational Guidance and the Curriculum*. National Vocational Guidance Association. Proc. 1914, pp. 29-35.

This is one of the few attempts to examine the school studies one at a time for the purpose of suggesting their vocational possibilities. The article is helpful in this particular, although there is some appeal to the doubtful aspects of the theory of mental discipline. Wile truly states that "job finding is not necessarily vocational guidance."

Wisconsin State Board of Industrial Education. *Outlines of Lessons*. No. 10, Second Edition, 1914.

This is the report of an institute for the instruction of teachers in industrial, commercial, continuation, and evening schools. The book is full of interesting suggestions. Of special interest is the article, Continuation Schools: Shall they be General Improvement Schools or Vocational Schools? pp. 476-483, Warren E. Hicks. The writer shows that continuation school children need vocational guidance rather than vocational education.

WOODS, ERVILLE B. *The Social Waste of Unguided Personal Ability*. American Journal of Sociology, Vol. XIX, No. 3, Nov. 1913, pp. 358-369. Also in Bloomfield's *Readings*, pp. 19-31.

Shows how society fails to make use of human ability; few are adequately educated or have proper guidance in school or occupation. States that economic conditions cannot be changed at once, but that the schools can give "vocational imagination." Outlines a program for vocational guidance. A stimulating and hopeful article. The sociological principles are similar to Ward's.

WOOLLEY, HELEN THOMPSON. *The Psychological Laboratory as an Adjunct to a Vocational Bureau*. Nat. Conference of Vocational Guidance, Proc. 1912, pp. 84-88.

A contradiction of claims and doubts. "A trained experimental psychologist can make a much better estimate of a stranger's abilities

by means of an hour or so spent in laboratory tests, than he, or most other people, could make as the result of an hour's interview." "Experimental psychology is, as yet, a coarse and clumsy tool, attacking a very difficult, delicate, complex problem." Mrs. Woolley's work is valuable as experimental psychology, but it is doubtful whether other bureaus should at present attempt similar experiments, since this would involve duplication of effort.

WOOLMAN, MRS. MARY SCHENCK. *Investigations, the Need and Value*. Nat. Conference on Voc. Guid., Proc. 1912, pp. 53-56.

A good statement of the things to look out for in studying occupations.

## PART II

### CURRENT PRACTICES AND POLICIES IN VOCATIONAL GUIDANCE

ALDEN, GEORGE I. *A Plan for Better Education of Boys and Girls Who Leave the Grammar School to Seek Employment in the Unskilled Industries.* Read before the Worcester (Mass.) Education Association, 1913; The Commonwealth Press, Worcester, Mass.

This paper proposes that the half-time plan shall be applied wherever boys and girls find it necessary to leave school before the completion of the grammar grades. A business man of broad outlook outlines the numerous advantages in such a plan.

ALLEN, FREDERICK J. *The Vocation Bureau and the Boston School System.* National Municipal Review, Vol. II, No. 1, Jan. 1913, pp. 108-111.

A good statement of the need for guidance, and of the early work of the bureau in beginning the work in the Boston Schools.

BARNARD, J. LYNN and OTHERS. *The Teaching of Community Civics.* Bureau of Education, Bulletin No. 23, 1915.

An excellent statement, prepared by a committee of four, on the subject-matter and method of modernized civics, for both elementary and high school. A simple treatment of certain economic principles is recommended.

BARTLETT, L. W. (Chairman), and others. Report of Vocational Guidance Committee, California State High School Teachers' Association, 1916. Sierra Educational News, Vol. XII, No. 8, Aug. 1916, pp. 190-201.

A survey of progress in California, and a statement of general principles.

BATE, WILLIAM G. *An Experiment in Teaching a Course in Elementary Sociology.* The School Review, Vol. XXIII, No. 5, May, 1915. pp. 331-340.

An excellent outline is presented, and the importance to vocational guidance of such work is evident.

BATE, WILLIAM G. *How Can the Faculty of the Small High School Establish a Vocational Guidance System?* Manual Training and Vocational Education. Vol. XVII, No. 5, Jan. 1916, pp. 336-342.

This article shows how a group of teachers went about (1) supplying the need for objective data about occupations in their community, (2) improving the program of studies, (3) counseling individual pupils, (4) furnishing vocational enlightenment, (5) enlisting the coöperation of many agencies for the benefit of the pupils. "All this", says the author, "is an entirely feasible undertaking for the faculty."

BLOOMFIELD, MEYER. See Part I.

— *The School and the Start in Life.* Bureau of Education, Bulletin, 1914, No. 4.

"A study of the relation between school and employment in England, Scotland, and Germany." Full of the results of careful investigation, many of which are instructive for the United States. Some of the material has been republished in *Readings and Youth, School, and Vocation*. The pamphlet contains an extended bibliography of vocational guidance in Europe.

BOOK, W. F. *Vocational Education in Indiana.* Read before the Indiana State Teachers' Association, Dec. 22, 1913.

A significant paper by a deputy state superintendent in charge of vocational education. Outlines a plan proposed by Dr. Weatherly of the University of Indiana for state-wide vocational guidance: 1. A survey of industries in the state; 2. A standard record card for the use of all schools; 3. Counselors chosen by each school to advise with the pupils; 4. Study of vocations and opportunities for training; 5. Preparation of a selected bibliography for the use of teachers and pupils.

Boston School Committee. *Annual Report.* School Document No. 10, 1912.

This report was addressed to the parents, and is full of vocational information from the standpoint of the offerings of the school department. There is a short section on vocational guidance. See also reports for 1914 and 1915.

— *Circular of Information Relating to the Continuation Schools.* School Document No. 26, 1915.

A comprehensive statement about the Boston experiment: Laws, history, organization, studies, and results. Gives the history of several individual cases. Illustrated.

BROOKS, STRATTON D. *Vocational Guidance in the Boston Schools*. The School Review, Vol. XIX, No. 1, Jan. 1911, pp. 42-50. Also in Bloomfield's *Readings*, pp. 83-91.

Beginnings in the schools of Boston, with some general principles.

Bureau of Education. *Commissioner of Education, U.S., Annual Reports, 1914 and 1915*.

Summaries are given of the work carried on in various cities.

Curtis Publishing Company, Philadelphia. *Schooling for Vocations*. 1916.

This booklet explains the plan by which "50,000 schoolboys are learning by doing", under the direction of this company. The Curtis Publishing Company is expressing a decided and intelligent interest in vocational guidance, and seeks the coöperation of teachers.

DAVIS, ANNE S. *A Brief Statement of the Work of the Vocational Bureau and the Joint Committee for Vocational Supervision*. National Vocational Guidance Association. Proc. 1914, pp. 51-56.

An excellent statement of the investigations in Chicago and of the work there in guidance and placement. Strong evidence against work for children fourteen to sixteen years of age.

EATON, MARY N. *Directing the Vocational Aim Through Biography*. Vocational Guidance Bulletin, Vol. II, No. 1. Jan. 1916, pp. 3-4.

Shows the value of studying the biographies of men and women living in one's own town, and of using oral reports rather than compositions.

Education Department of the State of New York. *Examination of the Public School System of the City of Buffalo*. 1916. pp. 161-167.

Discussion of the plans and policies in vogue in the city of Buffalo. It does not offer a constructive plan for effective work in Buffalo.

FITCH, JOHN A. *A Method for Industrial Surveys*. National Conference on Vocational Guidance. Proc. 1912, pp. 44-53.

A statement of the plan and methods for inquiries about occupations, particularly with reference to the welfare of the employed. A good, clear exposition.

GILES, F. M. *Guidance by Systematic Courses of Instruction in Vocational Opportunities and Personal Characteristics*. In

Vocational Guidance, U. S. Bureau of Education Bulletin, 1914, No. 14, pp. 52-59.

A summary of the experience in the De Kalb (Ill.) High School in making investigations, giving vocational talks, counseling and teaching practical ethics.

GILES, F. M. *Vocational Guidance in the High School*. School Review, Vol. XXII, No. 4, April 1914, pp. 227-334.

Similar to the above article. Three main features are embodied in the plan of guidance here outlined: 1. General survey work with the classes; 2. Investigation of industrial conditions; 3. Personal counseling with individuals concerning the choice of a vocation.

The class discussions described seem to be based on reading rather than on actual contact with local conditions. Canvassing is suggested as a means of determining a pupil's fitness for salesmanship, a doubtful procedure since such work demands training and experience much in advance of that usually possessed by high-school students.

There are some good suggestions for discovering the training which employers expect boys and girls to get, although there is always danger in placing too much dependence upon the employer's opinion in the matter. On the whole a valuable article.

GOODWIN, FRANK P. *Vocational Guidance in Cincinnati*. An address before the Ohio State Teachers' Association, 1913. In Bloomfield's *Readings*, pp. 129-140.

Outlines a comprehensive system of educational and vocational guidance, with certain references to what has been done in Cincinnati.

GREANY, ELLEN M. *A Study of the Vocational Guidance of Grammar-School Pupils*. Educational Administration and Supervision, Vol. 1, No. 3, March 1915, pp. 173-194. Also in Bloomfield's *Readings*, pp. 267-287.

An interesting experiment with two groups of children, one of which was instructed in vocational information, and the other not so taught. It is statistically shown that the life-career motive does serve to "wake the child up." The author favors life-career classes in the seventh and eighth grades, and states that the children "lack neither comprehension nor vision" for the work.

HILL, DAVID SPENCE. *Facts About the Public Schools of New Orleans in Relation to Vocation*. Commission Council, New Orleans, 1914.

An excellent study made by a city in order to discover what type of school is needed.

HILL, DAVID SPENCE. *The Problem of Vocational Guidance in the South*. National Vocational Guidance Association, Proc. 1914, pp. 36-44.

Letters were sent out to forty-three superintendents in fourteen states. Only fifteen responses were secured, but Mr. Hill concluded from these that only four cities, Little Rock, Houston, Birmingham, and New Orleans, were paying attention to the subject. Mr. Hill concludes with regard to the South: 1. The problem is complicated through special physical, social, and economic conditions such as climate, the presence of large numbers of negroes, and the predominance of agricultural pursuits; 2. Vocational guidance of a very real sort has been practiced in the South as elsewhere for a long time and ought not to be hurriedly replaced by "theoretical, defective guidance."

HORTON, D. W. *A Plan for Vocational Guidance*. The School Review, Vol. XXIII, No. 4, April, 1915, pp. 236-243.

The High School at Mishawaka, Indiana, is using a plan for securing vocational information and promoting vocational guidance which has several commendatory features. A half-unit course is offered which takes up the study of local industries and permits the student to make an extensive investigation of his chosen vocation. A good outline is given for the analysis of a vocation for the use of students or speakers.

Iowa State Teachers' Association, *Vocational Education and Vocational Guidance*. A survey and preliminary report, Dept. of Public Instruction, Bulletin No. 13, 1914.

This is an interesting and valuable report. The section bearing directly on vocational guidance is brief but comprehensive.

JACOBS, CHARLES L. *An Experiment in High School Vocational Guidance*. Manual Training and Vocational Education, Vol. XVII, No. 2, Oct. 1915, pp. 81-85.

The methods used at San José, California. It emphasizes the life-career class and "avocational guidance." The author compiled the California book list; see Bibliographies.

KING, METELLA. *Vocational Study in Elementary Schools*. Journal of Education, Vol. LXXXI, No. 7, Feb. 18, 1915, pp. 179-180.

A plan for making studies and reports on occupations, beginning with the fourth grade. An outline for an eighth-grade class is offered. The article gives a good summary of benefits to be derived from such work.

Los Angeles. *Vocational Bulletin No. I*. Los Angeles School Department, 1914.

An excellently arranged bulletin to hang up in the schools, showing the occupations for which each high school prepares, with the requirements and advantages of each occupation briefly stated.

MCCANN, MATTHEW R. *The Fitchburg Plan of Coöperative Industrial Education*. U. S. Bureau of Education Bulletin, 1913, No. 50.

A detailed explanation of the working out of this plan in the high school.

New York City Board of Education. *Report on Vocational Guidance Committee on High Schools and Training Schools, 1914*. Reprinted in Bloomfield's *Readings*, pp. 287-345.

A comprehensive study of the best practices in vocational guidance, with recommendations for New York City.

— *16th Annual Report of the Superintendent of Schools*. Year ending July 31, 1914.

Pages 169-174 deal with vocational guidance, with recommendations for New York City.

REED, ANNA Y. *Vocational Guidance Report, 1913-1916*. Seattle, Wash., Board of School Directors. Vocational Publication No. 2, November, 1916.

This is an excellent statement of the work accomplished in Seattle, with an exposition of plans, principles, and policies. Both statistics and personal cases are given.

Reed College Record. *Catalog*. Reed College.

Outlines the required freshman course called "College Life", dealing, among other topics, with life-careers.

SEARS, J. B. *Occupations of Fathers and Occupational Choices of 1039 Boys in Grades Seven and Eight of the Oakland Schools*. School and Society, Vol. 1, No. 21, May 22, 1915, pp. 750-756.

Professor Sears compares the choices of the boys with the occupations of their fathers. He finds that choices vary widely, that they are not based on probable opportunity, that many are unwise, and that many pupils have not chosen at all. A statistical study.

STIMSON, R. W. *The Massachusetts Home-Project Plan of Vocational Agricultural Education*. U. S. Bureau of Education, Bulletin, 1914, No. 8.

An attractive account of the Massachusetts plan in which pupils are taught to apply at home what they learn at school. This principle may be used in many other departments of work — in all, perhaps. The plan is explained in detail, with outlines, pictures, statistics, and school programs. There is an extensive bibliography, and an index.

THOMPSON, FRANK V. *Vocational Guidance in Boston*. National Vocational Guidance Association, Proc. 1914, pp. 17-24. Also the *School Review*, Vol. XXIII, No. 2, Feb. 1915, pp. 105-112.

A sensible discussion of the general principles of guidance and a description of the present methods and future plans for Boston.

The Vocation Bureau of Boston. *Vocational Guidance and the Work of the Vocation Bureau of Boston*. 1915 Report.

A comprehensive statement of policies, accomplishments, and future plans.

WESTGATE, C. E. *Vocational Guidance in the Stadium High School*, Tacoma, Washington. *Manual Training and Vocational Education*, Vol. XVII, No. 7, March, 1916, pp. 511-514.

Three clubs were formed in this school: The Commercial Club; The College-Professional Club; and the Industrial Club. The pupils themselves investigate occupations and call in men from different vocations to speak to them and answer questions.

WHEATLEY, WILLIAM A. *Some Suggestions for Presenting a Course in Vocational Information to Pupils in Our Smaller Schools*. National Vocational Guidance Association, Proc. 1914, pp. 24-29.

A helpful statement. The course in the High School at Middletown, Conn., treats of: 1. The importance of vocational information and how to study vocations; 2. A detailed study of eighty or ninety vocations; 3. A discussion of choosing one's life-work and how to secure a position. The article gives illustrative material. See Gowin and Wheatley's *Occupations*, which indicates the outline followed.

— *Vocational Information for Pupils in a Small City High School*. The *School Review*, Vol. XXIII, No. 3, March 1915, pp. 175-180.

Made up of extracts from the article noted above with some new illustrative material.

Women's Municipal League of Boston. *Opportunities for Vocational Training in Boston*. 1913.

Lists all the schools, giving courses, tuition, etc. In addition to this book, the League had a number of large charts printed which show at a glance the efforts of each school to educate for certain occupations. The preparation and publication of such material is a substantial public service.

WOOLLEY, HELEN THOMPSON. *Charting Children in Cincinnati*. The Survey, Vol. XXX, No. 19, Aug. 9, 1913, pp. 601-606. Also in Bloomfield's *Readings*, pp. 220-233.

Explains the laws for entering upon work in Ohio, and how they are enforced in Cincinnati. The fourteen year old child applying for a work certificate must be furnished a contract signed by an employer. The article also describes the examination of children by the bureau. (See below.) The article expresses a good social view-point on the questions relating to children at work.

— *The Legal Registration of Certificates as an Aid to Follow-Up Work*. National Conference on Vocational Guidance, Proc. 1912, pp. 27-30.

A brief statement of the Cincinnati methods and some pertinent remarks on the dangers of placement. "The problem of vocational guidance for children under sixteen, resolves itself into a problem of prevocational training."

— *The Mind of a Boy; The Future of Experimental Psychology in Vocational Guidance*. The Survey, Vol. XXXVII, No. 5, Nov. 4, 1916, pp. 122-125.

This article is a defence of the laboratory as an adjunct to a vocation bureau. Though it is stated that "the application of experimental psychology to vocational guidance is in a research phase", tangible results are claimed and definite conclusions drawn. It is hoped to discover those who would not make successes at skilled trades and professions, and to save them wasted effort, obviously a worthy object. But what of the danger in applying averages and probabilities to individuals? Faced with an individual student with aims and ambitions and serious problems to solve, we must still say "unproved" to conclusions in the field of guidance which are based on laboratory tests.

— *A New Scale of Mental and Physical Measurements for Adolescents, and Some of Its Uses*. The Journal of Educational Psychology, Vol. VI, No. 9, Nov. 1915, pp. 521-550.

The laboratory staff of the Vocation Bureau of Cincinnati, Ohio, has applied a series of mental and physical tests to a large number of school

children with the hope of correlating scores in the tests with achievements in industry. The tests were applied to seven hundred and fifty fourteen year old children at the time of leaving school to go to work. Some six hundred and eighty of the same children were tested again after having been at work a year. The Yerkes Point Scale was used to check up the results of the investigation.

Several defects are apparent in the scale, or standard score, which Mrs. Woolley presents as the result of the tests. Most important of these is the fact that no difference in weight is given to the several mental tests. Obviously this is impossible until correlations have been established which will show with some degree of certainty what relationships exist among the several tests and which agree most closely with the child's success in his occupation.

Upon the basis of her preliminary report, Mrs. Woolley proposes to divide all school children into five groups according to mental and manual aptitudes. A member of each of these groups is to be given the sort of training which will best fit him to enter the sort of vocation to which the result of his tests has destined him. Such a generalization is likely to prove dangerous in its practical applications. The Cincinnati Bureau has done an excellent piece of work in this field, but too early generalizations of a radical sort are not to be looked for.

## PART III

### VOCATIONAL GUIDANCE IN COMMERCE AND INDUSTRY

ALEXANDER, MAGNUS W. *Waste in Hiring and Discharging Employees*. Scientific American Supplement No. 2041, Feb. 13, 1915, pp. 102-103.

A statistical study of preventable waste, with proposals for remedies, by an experienced factory manager.

American Academy of Political and Social Science. *Personnel and Employment Problems in Industrial Management*. Annals of the Academy, Vol. LXV, No. 154, May 1916. Editors, Meyer Bloomfield and Joseph H. Willits.

Contains over thirty important articles by employment managers, factory superintendents, educational leaders, and special investigators. The best collection of articles obtainable on the subject.

Part I. The Place of the Human Element in Industrial Management.

Part II. The Functionalized Employment Department.

Part III. Unnecessary Hiring and Firing of Employees.

Part IV. The Securing, Selection, and Assigning of Employees.

Part V. The Employee at Work.

ANDREWS, IRENE OSGOOD. *The Relation of Irregular Employment to the Living Wage for Women*. New York: American Association for Labor Legislation. 1915.

A statistical study of the rate of wages paid and the actual earnings received by women in such industries as paper box, clothing, and candy manufacturing, and bookbinding. Offers convincing proof that the regularity of employment as well as the rate of pay must be considered in minimum-wage discussions if we are to establish a real living wage for women.

ARNOLD, HORACE LUCIEN and FAUROUTE, FAY LEON. *Ford Methods and the Ford Shops*. Engineering Magazine, Publishers, 1915.

There is a chapter on the Ford Employment office, describing the methods in detail.

BLOOMFIELD, MEYER. (Ed.) See American Academy, above.

- *The New Profession of Handling Men.* Annals of the American Academy of Political and Social Science, 1915, Publication No. 928, p. 6.

A statement of the aims and methods of the employment manager, and of the employment managers' associations, with a discussion of the benefits to be derived from this new effort at guidance within the occupation.

Mr. Bloomfield gives an account of the founding of the Employment Managers' Association of Boston and refers to some of the more striking failures in methods now in use for selecting employees.

Bureau of Labor Statistics. *Monthly Review.*

A bulletin of current events in the field of labor. Full of important information.

- *Proceedings of the Conference of Employment Managers' Association of Boston, Mass.: Held May 10, 1916.* Employment and Unemployment Series: No. 4, September 1916.

This record contains valuable information on the following topics: Sources of labor supply; records and filing systems; job analysis; tests; training; promotion; transfer; discharge; improving efficiency of employees; reducing the turn-over; employment departments.

- *Proceedings of Employment Managers' Conference.* 1916. Whole Number 196, Employment and Unemployment Series, No. 3.

A collection of papers and addresses on the functions and methods of employment managers, read before the Minneapolis session, Jan. 1916. Duplicates in most particulars the material in the annals Vol. LXV. Contains an additional article on the employment department of the Ford Motor Company, and discussion on many important points.

- *Short Unit Courses for Wage Earners, and a Factory School Experiment.* Bulletin Whole No. 159, Misc. Series No. 6, 1915; by W. A. O'Leary, Charles A. Prosser, and Charles H. Winslow.

The first study, by the first two authors named, gives a general and detailed view of what is being accomplished in part-time and short-course work. The second describes the gain to workers and employers in an actual experiment.

- *The British System of Labor Exchanges.* By B. Lasker. Employment and Unemployment Series, No. 5. Whole Number 206, October 1916.

An excellent account of the national system of labor bureaus established for the United Kingdom by the Labor Exchanges Act of 1909. The report describes the methods in use, gives the result of an investigation of the various effects of the exchanges on labor conditions, and summarizes the advantages to workers, to employers, and to the state.

Civil Service Commission of the U. S. *Manual of Examinations for the Spring of 1916*. (Issued semi-annually.)

Instructive sets of specifications for several occupations. Shows the possibilities in government publications, to furnish good vocational information.

CLOPPER, EDWARD N. and HINE, LEWIS W. *Child Labor in the Sugar-Beet Fields of Colorado*. The Child Labor Bulletin, Vol. IV, No. 4, Feb. 1916, Part I, pp. 176-206.

An intensive study of seasonal labor in its effects on schooling. Well told.

COHEN, JULIUS H. *Law and Order in Industry*. Macmillan Co. 1916.

A review of the protocol which closed the strike of 1910 in the cloak and suit industry of New York City. Describes the cloak and suit industry, the strike of 1910, and the administration of the protocol. A very important part of the book is the portion devoted to the work of the joint board of sanitary control. The protocol should receive the careful consideration of all who are interested in employment problems.

DEARLE, N. B. *Industrial Training*. P. S. King and Son. London, 1914. (Section (c) of Chapter XV is reprinted in Bloomfield's *Readings*, pp. 32-42.)

The report of an extensive investigation of industries employing boys in London. Deals with the manner in which boys enter occupations, how they learn their trades, technical and trade schools, unemployment, wasteful recruiting of trades and occupations, and offers suggestions for improvement. A valuable addition to the literature of this subject.

EMERSON, HARRINGTON. *Efficiency as a Basis for Operation and Wages*. The Engineering Magazine, Publishers, 1909.

A book on scientific management. There is some discussion of economic principles: the movement is here represented as contributing to the welfare of society and the worker.

Factory Management Series. *Executive Control*. A. W. Shaw Co., 1915.

Contains a chapter on "Manning the Organization." Emphasizes the training of executives and deals with the selection of foremen and

department heads. The two books of this series here listed are written in a popular style and tend to be superficial. Credence is given, at least by implication, to several very doubtful schemes of selection.

Factory Management Series. *Labor*. A. W. Shaw Co., 1915.

Based on the work of a number of prominent authorities in the employment field. The following are chapter headings of interest to vocational counselors: Hiring and Advancing Workers; Starting Men Right; How to Pick the Best Man; Piece Work; Profit Sharing. See note on *Executive Control* above.

FEISS, RICHARD A. *Personal Relationship as a Basis of Scientific Management*. Society to Promote the Science of Management, Vol. 1, No. 6, Nov. 1915, pp. 5-25. Also in *Annals of American Academy*, see p. 35.

Mr. Feiss represents a company under a new type of management that fully realizes the importance of personnel and that has developed several tentative solutions for the problem of caring for the individual workman to the best advantage of every one concerned. The article describes in detail the work of the Employment Department of the Clothcraft Shops at Cleveland, Ohio. Particularly noteworthy features are: Care in selecting employees who are in harmony with the spirit of the organization; Supervision of home conditions and health through nurses and physicians; Opportunity for transfer and try-out to other departments of the factory; Coöperation with the selling branch to keep down lay-offs and dull seasons. All matters which pertain to the hiring, discharge, promotion, transfer, general welfare and development of employees are functions of the Employment and Service Department.

— *Scientific Management Applied to the Steadying of Employment, and its Effect in an Industrial Establishment*. American Academy of Political and Social Science, Annals, Sept. 1915, Publication No. 920.

A brief statement of the methods in use in the employment department of the Clothcraft Shops at Cleveland, Ohio, and the fundamental principles involved. Nearly all of the material is restated and amplified in the longer paper by Mr. Feiss referred to above.

Filene Coöperative Association. *A Thumbnail Sketch of the Filene Coöperative Association*. Published by Wm. Filene's Sons Co., Boston, 1915.

A statement of the activities of the association, with a diagram of the organization, and a brief history. This shows the varied activities possible in an establishment. There is a large share of self-direction in the management of the association.

GANTT, H. L. *Industrial Leadership*. Yale University Press, 1916.

A collection of five addresses delivered in the Page Lecture Series before the senior class of Sheffield Scientific School, Yale University, in 1915. The book advocates giving ample opportunities for training so that properly qualified leaders may be developed from the ranks of the workers.

Analysis of the tasks, the elimination of wasteful and unnecessary operations, the best possible conditions for work, harmonizing the selling end with production in order to steady employment, accompanied by careful selection of workers and the readjustment of wages are important parts of the plan. Education by the state is to be provided in matters common to all industries.

The material is very poorly arranged and the reader needs a knowledge of the author's earlier book, *Work, Wages, and Profits*.

— *Work, Wages, and Profits*. The Engineering Magazine, Publishers, 1910.

A book on scientific management. Deals with compensation and training of employees but has very little to say about careful selection. The author is quoted extensively by Hoxie, see below.

GILBRETH, FRANK B. *Primer of Scientific Management*. D. van Nostrand Company, 1912.

A popularly written statement of principles, with an introduction by Louis D. Brandeis.

GOLDMARK, JOSEPHINE. *Fatigue and Efficiency*. Charities Publication Committee, 1912.

A study of the effect of factory labor. It is one of the best scientific studies of the problem; an important book.

GOWIN, E. B. *The Executive and His Control of Men*. Macmillan Co., 1915, pp. 349.

Professor Gowin's study of executives has three main divisions. The executive is first considered as an individual. Both his physical and mental qualities are analyzed and compared with those of ordinary men. In Part II, the working methods of a leader are discussed. Various means of stimulating and controlling men are passed in review. The remaining portion of the book is devoted to "Limits upon the Executive." The reactions of his co-workers either increase or limit his power and it is the problem of Part III to show how the successful executive can overcome apathy or opposition in his working force and secure their best efforts.

The volume considers the term "executive" in its broadest sense and is scarcely to be regarded as a work on business methods. Fully as

many illustrations are drawn from political or military leadership as from industry.

The psychological aspects of the problem are carefully analyzed both from the point of view of the worker and the leader. Separate chapters are devoted to personality, imitation, suggestion, emulation, interest and apathy, and the energizing level. The reasoning appears to be sound and valuable conclusions are drawn.

The practical business man or the student of vocational guidance will find especially helpful the portions of the book devoted to "Organization" (Chap. VII); "Systematic Personal Effort" (Chap. VIII); and "Instruction" (Chap. XIX). The chapter on instruction deals with the various methods in use for instructing employees. A few examples are given, but no statistics or data as to the relative worth of the methods enumerated.

HARD, WILLIAM. *Big Jobs for Bad Times*. Everybody's Magazine, Vol. XXXV, No. 2, Aug. 1916, pp. 129-141.

This article shows how the government could prevent unemployment in times of depression, by carrying out certain projects of importance for conservation. The plan has the indorsement of several well-informed public men.

HENDRICK, BURTON J. *Fitting the Man to the Job*. Harper's Magazine, Vol. CXXXIV, No. 799, Dec. 1916, pp. 64-70.

A popular statement of the work being accomplished by those firms which have employment managers and attend to the human factor in their establishments.

HOLLINGWORTH, H. L. See Part I.

HOXIE, ROBERT FRANKLIN. *Scientific Management and Labor*. D. Appleton and Co., 1915.

The author was special investigator of scientific management for the United States Commission on Industrial Relations and the book is based upon an investigation of the relations between labor and scientific management. An effort has been made to discover and test the claims of the originators of the scientific management movement, Taylor, Emerson, and Gantt, as well as to set forth a clear, concise statement of those opposed to it. After arriving at a preliminary statement of the claims of both parties, four months were spent in visiting thirty-five shops where scientific management had been installed. Personal interviews were held with about one hundred and fifty scientific management leaders, employers, factory managers, labor leaders, and others who were intimately concerned with the issues involved.

While much of the book deals with technical matters, it clears up many points that ought to be understood by those who deal in any

way with employment problems and is so written as to be easily understood on most points by the ordinary layman. Professor Hoxie brings out clearly the apparent conflict between the forces making for mechanical efficiency in manufacture and those making for human rights. He concludes that scientific management has failed to provide *automatically* for human well-being, as some of its advocates claimed it would. These conclusions are agreed to by the two assistant investigators, one representing labor and the other the employer. It has been claimed that the author understressed the conditions that obtain in a small group of factories where scientific management has reached its highest development as regards the welfare of employees.

**Industrial Management.** *Employment Manager's Department.* Monthly articles on employment and personnel problems. Conducted by Meyer Bloomfield. Industrial Management, formerly The Engineering Magazine.

Beginning with the January 1917 number, this magazine, besides its many other features of use in vocational guidance, offers this department in which employment managers and others discuss ways and means for improving conditions of work.

**KELLY, ROY WILLMARTH.** *Hiring the Worker.* Industrial Management, formerly The Engineering Magazine. A series of articles in the February, March, and April numbers, 1917.

An extended study of the employment departments of thirty-seven large concerns: How and why separate employment departments were established; a discussion of job analysis; methods of selecting employees; a comparison of policies under old and new types of organization. To appear in book form later.

**LOVEJOY, OWEN R.** *Vocational Guidance and Child Labor.* U. S. Bureau of Education Bulletin, 1914, No. 14, Vocational Guidance, pp. 9-16.

The secretary of the Child Labor Committee appeals to the movement for vocational guidance to help stop child labor. Some excellent data are given. A strong article.

Massachusetts Board of Education. See Part I.

Massachusetts Committee on Unemployment. *Why Labor Exchanges?* Bulletin No. I, 1915.

"A forecast of the next steps beyond state free employment offices." A convincing statement of the need.

MCCANN, MATTHEW R. *The Fitchburg Plan of Coöperative Industrial Education*. See Part II.

MITCHELL, JOHN. *The Wage Earner and his Problems*. P. S. Ridsdale, Washington, D. C., 1913.

The labor-union point of view, well stated. The counselor must know and appreciate the aims of the unions.

National Association of Corporation Schools. *Third Annual Convention. Papers and Reports*, 1915.

Pages 329-478 deal with the report of the committee on vocational guidance, and with the discussions on that topic. Professor Henry C. Metcalf was chairman of the committee, and presented the report. There is valuable material in reference to guidance in industry. A strong argument for versatility in the occupation is given. "Versatility of employment is the sieve for catching and testing varied abilities" (p. 32).

— Report of the Committee on Vocational Guidance, the Organic Development of Business, *Fourth Annual Convention*, 1916.

This report, by Dr. Metcalf as chairman, Mr. Albert C. Vinal, and Mr. Charles R. Sturdevant, is a description of the kind of management which takes full account of the human factor in commerce and industry. Part I deals with the ideals sought for by the employee, in order to realize fair treatment, coöperation, self-development, and self-respect. Part II describes the necessary machinery to bring about the organization of a central employment and service bureau, job analysis, health help, continued education, promotions and transfers, rectifying of grievances, and management sharing. The report contains examples drawn from plans actually in operation. Part III contains eleven articles and outlines, descriptive of plans and experiments pertinent to the points brought out in the report.

National Association of Manufacturers. See Part I.

NICHOLS, ERNEST FOX. *Employment Managers Solving a Business Problem*. *The Nation's Business*, Vol. IV, No. 2, March 1916, pp. 14-15 and 17.

A good summary of the difficulties in present methods, the hopeful new attempts to develop better policies, and the duties and opportunities of these important officers.

ODENCRANTZ, LOUISE C. *Placement Work for Women and Girls in New York City*. *Manual Training and Vocational Education*, Vol. XVII, No. 3, Nov. 1915, pp. 169-177.

The article reports on an investigation of sixty-two charitable organizations doing placement work. It was found that there was almost an entire lack of coöperation among these societies or with other placement agencies. The methods in use were wasteful because the women who were directing the service frequently spent a day or more looking for a position for a single applicant. There was no adequate basis for judging the fitness of the applicants and rarely any thorough investigation of the situations in which they were placed. Since the study was conducted wholly through a questionnaire, it lacks the supplementary information that might have been gained through personal interviews. It is nevertheless a valuable study of the faulty placement work which can be found in nearly every city.

REDFIELD, WM. C. *The New Industrial Day*. The Century Co., 1913.

As his central topic, Mr. Redfield takes the proposition that the employees of any factory are worthy of more consideration on the part of every one concerned than the material product. He believes that in the last analysis whatever makes for the health, happiness, and prosperity of the majority of a firm's employees results in economic gain to the firm itself.

Under the heading "Wealth and Waste" he reviews a few of the ways in which America has lavishly expended her rich natural endowments. Tremendous losses have been sustained through the destruction of our forests, the wasteful use of our mineral wealth; our annual fire losses, and the wanton slaughter of animal and bird life. Of more far-reaching consequence than any of these is the sacrifice of human life in the struggle for wealth and commercial supremacy. "The way to crime and chaos lies plainly in the exploitation of our men and our women as though they were coal or oil."

In the face of unparalleled industrial development, many of our industries are still in "The Days of the Rule of Thumb." The type of superintendent is all too common who boasts of never having taken a vacation, who forges ahead by sheer drive and hustle, who wins continued profits for his firm, not by scientific management, but at the cost of "fearful waste of energy, of human strength and thought, and even of life, and also of time and of material and of attention given to relatively trivial things while more serious matters pass unnoticed."

A large section of the book is devoted to a general consideration of production costs. Factory costs are grouped as: (1) The cost of labor, (2) The cost of material, (3) Burden (overhead) cost, (4) Selling cost.

From the premise that "the important factor in labor cost is not the rate of wage, but the rate of output", the author argues that cheaper foreign labor usually means higher cost of production rather than lower. He claims that with proper attention to other details, "a high wage rate means inevitably a low labor cost per unit of product and the minimum of labor cost."

Too many plants have paused "Half-Way on the Industrial Road" and are satisfied with well arranged buildings equipped with modern machinery and having facilities for rapid, high pressure working. For such factories, full realization of the new "Rise in Human Values" will mean changing the emphasis from materials and machinery to men and methods of dealing with human factors.

"The Scientific Spirit in Management" does not allow its inquiry to cease with an examination of unit costs, of rate of production, of machinery and materials, of profit and loss. It searches likewise for social gains, for mental, physical, and moral betterment of employees.

In spite of a marked tendency to give support to certain moot political tenets, *The New Industrial Day* ought not to be overlooked as a source of valuable arguments for a better selection of employees, for more careful instruction in the tasks, for a closer personal touch between the management of great factories and the working force.

SCHNEIDER, HERMAN. *Education for Industrial Workers*. School Efficiency Series. World Book Co., 1915.

This is "a constructive study applied to New York City", but lays down principles which apply to all American schools. Particularly interesting are his classification of work as "energizing" and "energating", his knowledge of psychological conditions of labor (pp. 14-15), his description of a factory town (pp. 10-11), his understanding of methods of instituting coöperative work, and, on almost every page, his appreciation of the social questions involved in conditions of labor.

— *Effect of Noise, Fatigue, and Environment on Worker*. Bloomfield's *Readings*, pp. 379-385.

Some of the material here is similar to that on pages 6-15 of *Education for Industrial Workers*. Illustrations in the use of the scale for the different kinds of work are given, together with some other material.

— *Selecting Men for Jobs*. The Engineering Magazine, Vol. LI, No. 3. June 1916, pp. 420-431.

Dean Schneider discusses sanely and effectively the inadequacy for purposes of vocational guidance of the theory of boy epochs, reliance on physical characteristics and psychological tests. He argues for trying men on the actual job, as can be done in the coöperative plan. In the latter part of the paper, Dean Schneider quotes from his article criticised below, arguing for the theory of types of mind.

— *Selecting Young Men for Particular Jobs*. American Machinist, April 10, 1913. Also in Bloomfield's *Readings*, pp. 368-378.

An attractively written article about types of men for types of work. Dean Schneider bases his conclusions on seven years' experience with the coöperative work at the University of Cincinnati and on the results of the observations of about five hundred students, who were serving on part-time in manufacture, construction, and transportation. He attempts a classification of marked characteristics which furnish a rational basis for the broad selection of young men for particular jobs. The writer's own criticisms (partly suggested) on his system appear to be adequate:

1. The list will not apply to younger people since many of them do not appear before sixteen to eighteen years of age.

2. These characteristics will have different meanings in different vocations and must be interpreted in terms of the vocation to which they are applied.

3. These characteristics are not psychologically basic, but are composed of simpler elements, thus admitting the possibility of a man's being "settled" in some respects and "roving" in others.

If life were simpler, and if vocational guidance were easy, the types suggested might be valid, but life is complex, and human qualities are not to be pigeonholed in this fashion.

SCOTT, WALTER DILL. *The Scientific Selection of Salesmen*. Advertising and Selling Magazine, Vol. xxv, Nos. 5, 6, and 7, Oct. Nov. and Dec. 1915.

"A series of tests made by corporations representing the most important development in sales management in the past dozen years." The tests are of many kinds, and are based on mental cleverness, the theory being, no doubt, that there is a high positive correlation between cleverness and ability as salesman. The tests themselves were tested by examining expert salesmen.

TAYLOR, FREDERICK WINSLOW. *The Principles of Scientific Management*. Harper and Brothers, 1911.

Explains the well-known Taylor system of management, together with a history of its development.

— *The Principles of Scientific Management*. American Magazine, May 1911, pp. 570-581.

A brief and somewhat popular account of Mr. Taylor's methods. An excellent article for the non-technical student.

THOMPSON, CLARENCE B. (Ed.) *Scientific Management*. Harvard University Press. 1914.

A book for the student of shop management, written by many experienced operators. The view-point of labor is not included.

THOMPSON, CLARENCE B. *Relation of Scientific Management to Labor*. Quarterly Journal of Economics, Vol. xxx, Feb. 1916, pp. 311-351.

An explanation and defence of the Taylor System as it touches wages and labor organizations. The attitude of certain labor leaders is criticised, though it is admitted that "positive management" has "the necessity of retaining the good-will of the employees."

TOLMAN, WILLIAM H. *Social Engineering*. New York: McGraw Publishing Co., 1909.

An exhaustive account of the various efforts to improve social conditions among employees. A very valuable book for all workers. Treats of efficiency in promotion, safety, hygiene, education, recreation, and other topics of vital interest to employees.

VALENTINE, ROBERT G. *The Progressive Relation between Efficiency and Consent*. Society to Promote the Science of Management, Bulletin, Vol. 1, No. 6, Nov. 1915, pp. 26-30.

A plea for scientific management to go back to the pure Taylor policy of relating its methods to the wishes of the workers. A forceful statement, to managers and manufacturers, of the social and political implications of scientific management.

This author was associated with Hoxie in his work, and is author of "Industrial Problems", Chapter X, in Philip Davis's *Field of Social Service*.

WARREN, B. S. and SYDENSTRICKER, EDGAR. *Health Insurance: Its Relation to the Public Health*. Public Health Bulletin, No. 76, March 1916, U. S. Treasury Department.

A strong indictment of economic and industrial conditions that foster sickness and disease. The argument for the abolition of poverty is stronger than that for health insurance.

WELLS, RALPH G. See American Academy. Personnel, etc.

Mr. Wells has an article on the Work Program outlined by the Boston Employment Managers' Association.

WILLITS, JOSEPH H. *The Labor Turnover and the Humanizing of Industry*. American Academy of Political and Social Science, Annals, Sept. 1915, Publication No. 929.

A good statement of the aims and methods of the employment-manager movement.

— *The Unemployed in Philadelphia*. Department of Public Works, Philadelphia, 1915. Also in Supplement to the

*Annals, Steadying Employment*, May, 1916; see American Academy.

A scientific study of the fluctuation of employment in some of the city's leading industries, the effects of unemployment on the city and the individual, and the possible remedies. A public employment bureau is suggested. Pages 86-88 discuss the present abuses in hiring men. The book contains diagrams and tables. It lacks a good table of contents.

This report reprints "The Functionalized Employment Department" by Ernest M. Hopkins, a scholarly article on the work of the employment manager (pp. 162-168).

WOOD, ARTHUR EVANS. *A Study of the Unemployed*. Reed College Record, No. 18, Dec. 1914.

This report is based on an intensive study of about five hundred unemployed men in Portland, Oregon. It is found that conditions in industry make unemployment inevitable, and that on the whole it cannot be said that a man's unemployment is his own fault. Detailed facts and figures are given.

World's Work Magazine. *Corporation Schools*. The World's Work, Vol. xxxi, No. 4, Feb. 1916, pp. 417-420.

A brief, attractive statement of the methods used by some of the big corporations to teach their men. See Am. Assn. of Corporation Schools, above.

## PART IV

### INFORMATION CONCERNING OCCUPATIONS

ALLEN, FREDERICK J. *Business Employments*. Ginn and Company, 1916.

Three industries were selected as types in order to discuss the general problems of organization and the duties and responsibilities of different positions. Any one who studies the relationships of the several departments of the shoe industry, the department store, and the bank should have a very fair acquaintance with business methods and the nature of various commercial vocations.

This book should prove of great assistance to vocational counselors, to young people already in industry who desire to advance, and to older and more mature students of business methods. Of course it is a valuable reference book for all teachers of vocationalized subjects. It gives a clear idea of the underlying principles of organization and the nature of the work in each department. The openings for young people, the training required for each position, and the usual routes of promotion are well described.

Mr. Allen's thoroughgoing methods and painstaking care as an investigator establish the subject-matter of his books on a plane above criticism. Diagrams, statistics, lists of books and trade journals, and a good index make the book convenient for use.

— *The Law as a Vocation*. The Vocation Bureau of Boston, 1913.

This book is a model of scientific investigation and judicious exposition. Libraries are full of books on occupations by "experts", "successful men", and other exploiters of popular interests. All of Mr. Allen's books, on the contrary, are based on information secured from sources of the highest authority, and this information is compared and checked in every practicable manner. Coöperation with best-informed people is secured through the wide connections and national reputation of The Vocation Bureau. The manuscript for the present volume, as in the case of all others, was submitted to many authorities for criticism. Further, instead of being written to attract and arouse enthusiasm, it presents facts, and aims to dissuade the unfit, as well as to help the fit.

— *The Shoe Industry*. The Vocation Bureau of Boston, 1916.

This book has been described by those who are competent to judge as the best popular treatise on any modern industry which has yet been

written. Mr. Allen has succeeded admirably in expressing in simple terms and readily comprehended language the complex and highly technical parts of his subject.

The introduction contains an interesting historical sketch of shoes and shoemakers, closing with a brief description of the growth of the factory system and its present magnitude. On the basis of a long and carefully conducted investigation, in the course of which several days were often spent in becoming familiar with the operation of a single machine or the methods of one worker, Mr. Allen gives a complete account of modern factory methods and processes. A few well chosen diagrams and photographs illustrate some of the more complicated machinery and more elaborate processes. The chapter on employment conditions treats of such subjects as promotion, schools and courses for shoemaking, the monotonous character of machine processes, and social service in the shoe factory.

The book has already been adopted by several firms as a text for their apprentice schools. Its worth to the teacher or social worker in a community engaged in shoe manufacture who wishes to become familiar with industrial problems can scarcely be overstated, and it describes conditions typical of all industries.

— *Advertising as a Vocation.* The Vocation Bureau, Boston. (In press.)

A comprehensive study of the opportunities offered in the various kinds of advertising work, and the requirements for success.

Apprenticeship and Skilled Employment Association. *Trades for London Boys, and How to Enter Them.* Longmans, Green and Co., 1908.

A good sample of the excellent booklets on occupations issued in England and Scotland.

AVES, ERNEST. *Juvenile Employment in the Building Trades.* Reprinted in Bloomfield, *Readings in Vocational Guidance*, pp. 602-646.

An excellent investigation of conditions in London, with the results effectively and attractively presented.

AYRES, LEONARD P. *Constant and Variable Occupations and their Bearing on Problems of Vocational Education.* The Division of Education of the Russell Sage Foundation, No. E136, 1914. Also in Bloomfield's *Readings*, pp. 141-149.

A study to determine the most common occupations for men and for women, in cities.

AYRES, LEONARD P. *Some Conditions Affecting Problems of Vocational Education in Seventy-eight American School Systems*, Bulletin No. E135 of Russell Sage Foundation, 1914. Also in Bloomfield's *Readings*, pp. 150-171.

A statistical study of the occupations of the fathers of thirteen-year old boys, showing how families move about, the kinds of work performed, and the kind of education the boys need.

BARNES, CHARLES B. *The Longshoremen*. New York: Survey Associates, Inc. 1915.

In contrast to the opinion ordinarily held of longshoremen as a low type of unskilled labor, the author stresses the difficulties and dangers of their occupation and shows that it demands experience, intelligence, and good judgment. Wages are very low if annual earnings are considered (usually \$520 to \$624), methods of hiring are lax, employment is irregular, and the unions have accomplished very little to better conditions. The book is a good summary of the conditions of employment and of the problems confronting the labor organizations of the trade. The author apparently hopes to create public sentiment in favor of legislation intended to bring about much needed reforms.

Boston Finance Commission. *Report of a Study of Certain Features of the Public School System of Boston, Mass.* City of Boston Printing Department, 1916.

Pages 72-122 are concerned with prevocational and vocational education in Boston, 122-125 with a report on the work of the Department of Vocational Guidance, and 126-143 with a study of occupational needs in Boston, as compared with the work of the school in preparing to meet these needs.

BRECKINRIDGE, SOPHONISBA P. and ABBOTT, EDITH. *The School and the Working Child*. Report to Woman's Club, Association of Collegiate Alumnae and Woman's City Club, of Chicago, 1913. Also in Bloomfield's *Readings*, pp. 485-503.

A plea, based on the welfare of the individual and the needs of industry and commerce, for keeping children in school at least till the sixteenth year. A very helpful investigation.

Bureau of the Census. *Index to Occupations*, 1915.

This volume is important in that it shows the range of occupations, and occupations within other occupations, together with their classifications according to the census.

Bureau of the Census. *Statistical Atlas of the United States*.  
Department of Commerce.

Pages 50-53 give a summary of the main facts about occupations in the various states, and Plates 227-236 give important information in graphic form. The volume also contains tables and summaries on population, immigration, illiteracy, home and farm ownership, agriculture, manufactures, mines, etc.

Bureau of Labor Statistics. *Vocational Education Survey of Richmond, Va.* Bulletin Whole No. 162, Misc. Series No. 7, 1916.

Contains valuable statistics, analyses of occupations, recommendations for schools, and comments on industrial conditions. The director of the survey was Dr. Leonard P. Ayres. The report has an excellent index.

— *Vocational Education Survey of Minneapolis.* Bulletin No. 190, Vocational Education Series No. 1, 1916.

This is a reprint of the Minneapolis Survey; see National Society for the Promotion of Industrial Education.

— *Dressmaking as a Trade for Women in Massachusetts.* Women in Industry Series, No. 9. Whole No. 193. 1916.

This is a sample of the excellent work being done by this bureau in the field of vocational enlightenment. The counselor should study the publications of the bureau.

Cleveland Educational Survey. Nine volumes on vocational education. The Survey Committee of the Cleveland Foundation, or Division of Education, Russell Sage Foundation, 1916.

The following volumes relate to vocational education, and thus indirectly, to vocational guidance:

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|-------------------|--|
| Bryner, Edna.     | <i>Dressmaking and Millinery.</i>          |
|                   | <i>The Garment Trades.</i>                 |
| Fleming, Ralph D. | <i>Railroad and Street Transportation.</i> |
| Lutz, R. R.       | <i>The Metal Trades.</i>                   |
|                   | <i>Wage Earning and Education.</i>         |
| O'Leary, Iris P.  | <i>Department Store Occupations.</i>       |
| Shaw, Frank P.    | <i>The Building Trades.</i>                |
|                   | <i>The Printing Trades.</i>                |
| Stevens, Bertha.  | <i>Boys and Girls in Commercial Work.</i>  |

These volumes ought to be in the hands of every teacher and vocational counselor. They are attractively written, and are aimed to present accurate information, but in simple enough form to be useful to parents and pupils as well as to teachers and vocational investigators. Each book describes the operations involved in the several processes of the trade, the conditions of employment, sources from which workers are drawn, the educational requirements for success, the opportunities for advancement, etc. In many cases the statements are sufficiently general to be helpfully applied to any city. Recommendations are made for such changes in the local educational program as are necessitated by conditions in the occupation considered. The book on Wage Earning and Education aims to summarize the conclusions of the others. Indices would have made the books more usable.

COLLET, MISS. Two reports on juvenile labor in London, — women's ready-made clothing, and bookbinding and stationery trades, 1911 and 1912. See Bloomfield's *Readings*, pp. 647-665 and 666-678. Samples of the excellent investigations carried on in England.

Commission on Industrial Relations, U. S. *Final Report*, 1915.

Contains the report of Basil M. Manly, the Director of Research and Investigations, and the reports and statements of the various commissioners. There is much difference of opinion. The volume is full of material about which the counselor should be informed: Incomes, wealth, land question, immigrant labor, labor organizations, administration of justice, proposed legislation, vocational education.

DAVIS, ANNE S. *Occupations and Industries open to Children between 14 and 16 Years of Age*. Pamphlet published by the Board of Education, Chicago, 1914. Also in Bloomfield's *Readings*, pp. 542-556.

A clear statement, for parents and teachers, and for pupils as well, of the characteristics of each of several kinds of work. The disadvantages of beginning work unprepared are shown.

DAVIS, PHILIP and WOODS, ROBERT A. *Boy Life and Labor in America*, Houghton Mifflin Company. (In preparation.)

This is to be a companion volume to Woods and Kennedy's *Young Working Girls*, and will cast new light on the problem of vocational guidance.

DODGE, HARRIET HAZEN. *Survey of Occupations open to the Girl of Fourteen to Sixteen Years*. Girls' Trade Education League, Boston, 1912. Also in Bloomfield's *Readings*, pp. 571-601.

An excellent general statement, followed by a study of twelve occupations, presented in outline form.

EATON, JEANNETTE and STEVENS, BERTHA M. *Commercial Work and Training for Girls*. The Macmillan Company, 1915.

A very important and helpful book. Especially strong in describing the abuses of the private commercial schools, the fate of children who enter business establishments with no training, and the use of machines in office work. The study was made in Cleveland. There is appended a bibliography on office work and training for girls. The lack of an index interferes with the use of the book.

**Engineering Record.** Three articles on the requirements for success in engineering:

Vol. LXXIII, No. 4, Jan. 22, 1916, pp. 125-126. Under title, "Unusually Spirited Discussion Characterizes Annual Meeting of American Society," the report of C. R. Mann of the Carnegie Foundation is outlined. This report is based on the returns from a preliminary investigation, in which it seems that successful engineers regard general traits of character as more important than technical knowledge and experience. The following division of 100 points was made: Character 41, Judgment 17.5, Efficiency 14.5, Understanding of men 14, total 87. Knowledge of fundamentals of engineering 7, Technique of practice and business 6, total 13.

No. 5, Jan. 29, 1916, pp. 134-135, contains an editorial, "What should be the Education of the Engineer", in which the suggestion is made that the qualities having 87 per cent of the value should receive more attention in the engineering schools.

No. 10, March 4, 1916, p. 329, continues the discussion under the title, "What is an Engineer?"

Girls' Trade Education League, of Boston. Several bulletins, "Vocations for Boston Girls", 1913.

GOWIN, ENOCH B. and WHEATLEY, WILLIAM A. *Occupations*. Ginn and Company, 1916. See Part I.

GOWIN, E. B. *The Executive and His Control of Men*. See Part III.

GRUENBERG, BENJAMIN C. *What's In a Job?* The Scientific Monthly, Vol. III, No. 3, Sept. 1916, pp. 263-276.

This is an excellent discussion of the characteristics, advantages, difficulties, and dangers of occupations. It aims to stimulate the teacher to be alert in such matters when offering guidance, and to

suggest to the worker that he protect himself from stupid, dangerous, vanishing, or unsocial occupations. The point is made that the school and the state cannot afford to omit guidance and training for high-grade, efficient, and happy lives. A hopeful view-point for future progress is expressed.

HILL, DAVID SPENCE. *Survey of the Industries of Mechanical Operations in New Orleans*, by the Division of Research, School and Society, Vol. II, Nos. 38 and 39, pp. 421-427 and 461-466.

A survey by local agents. The plans outlined will be helpful to other cities: organization, scope, method, and results of the survey.

HOBSON, J. A. *Work and Wealth*. The Macmillan Company, 1914.

A splendid study of the economics and sociology of industry.

Intercollegiate Bureau of Occupations. *Opportunities in Occupations other than Teaching*. Published by the Bureau, 1915.

Excellent brief statements on the many lines of work in which intelligent women are succeeding.

KING, WILLFORD I. *Wealth and Income of the People of the United States*. The Macmillan Company, 1915.

This book gives the facts in regard to the holdings and income of workers and others in the various levels of society.

KOBER, GEORGE M. AND HANSON, WILLIAM C. *Diseases of Occupation, and Vocational Hygiene*. P. Blakiston's Son and Co., 1916.

This large volume was prepared in collaboration with thirty-one specialists. It deals with the modern methods of investigation, correction, and prevention, and is an encyclopedia of information in the whole field of occupational hygiene and sanitation. It contains references to other studies in the field.

LASELLE, MARY A. and WILEY, KATHERINE E. *Vocations for Girls*. Houghton Mifflin Company, 1913.

The introduction is by Mr. Bloomfield. The book is intended to survey the field, preliminary to a choice, for junior high or high school girls. It contains condensed information on thirteen different vocations compiled by two teachers of the Technical High School of Newton, Mass.

The book should be especially helpful to pupils of elementary schools or first year pupils in high school for whom it provides reliable and at

the same time interesting material for study and class room discussion. A number of practical questions on each chapter are given which should prove of assistance in stimulating students to make local investigations. An appendix entitled "What Great Authors Have Said About Work" contains a few short selections which may be used as the basis for discussion or for memorizing.

For advanced high school students the book is too limited in its scope and in many cases fails to give the essential view-point of the worker.

League for Business Opportunities for Women, New York City.

This league issues a bulletin and other printed matter. It is engaged in opening the avenues leading to higher positions in business.

Lippincott's Training Series. 1916-1917.

The books in this series aim to give the specifications for several different businesses and professions. While books by "experts" are not always free from bias, care seems to have been taken to make the information in this series dependable. The following have appeared or are soon to be issued:

*Training for the Newspaper Trade*, Don C. Seitz.

*Training for the Stage*, Arthur Hornblow.

*Training of a Forester*, Gifford Pinchot.

*Training for the Street Railway Business*, C. B. Fairchild.

*Training and Rewards of a Doctor*, Dr. R. C. Cabot.

*Training and Rewards of a Lawyer*, Dean Harlan Stone.

Minneapolis Survey. See National Society for the Promotion of Industrial Education, below.

MOTE, CARL H. *Industrial Arbitration*. Bobbs-Merrill Co., 1916.

This study is based upon an investigation of attempts to settle industrial disputes in America, Europe, and Australia. The writer holds that arbitration cannot be an effective method of settlement until the workers obtain greater economic freedom. The systems of conciliation and arbitration in Massachusetts, New York, and Wisconsin are commended as the best this country has yet produced.

National Civic Federation. *Profit Sharing by American Employers*. Welfare Department of the Federation, 1916.

An extensive and critical investigation of the many forms of profit sharing, with proposals for the fairest methods. A pamphlet on this subject by the Bureau of Labor Statistics is in press.

National Society for the Promotion of Industrial Education.  
*Report of the Minneapolis Survey for Vocational Education*.

Published by the society, Bulletin No. 21, 1916. Reprinted by U. S. Bureau of Labor Statistics.

This report is a mine of interesting information for the student of vocational guidance. Nearly a score of large industries were surveyed, including some for women. Trade agreements were worked out, vocational guidance planned, and prevocational studies suggested. The size and character of the book make it unlikely that it will be widely read: Booklets based upon its findings are being prepared for the use of parents and pupils by the Minneapolis Board of Education. A reprint of this report is shortly to be issued by the Bureau of Labor Statistics.

This society publishes annual reports, bulletins and other documents valuable to vocational guidance.

— Monthly *Newsletter*.

A review of progress in vocational education and related subjects.

Rand School for Social Service. *American Labor Yearbook*. Department of Labor Research, Rand School of Social Service, New York City, 1916.

A collection of papers on the various aspects of the labor problem: wages, strikes, minimum wage, workingmen's compensation, labor of women and children, insurance, scientific management, education. These are treated from the labor view-point.

REED, ANNA Y. *Seattle Children in School and in Industry*. Board of School Directors, Seattle, Washington, 1915.

This study combines personal with statistical data, and is packed with important material. It contains "recommendations for increasing the efficiency of the school system and for decreasing the social and economic waste incident to the employment of children fourteen to eighteen years of age."

Rochester Bulletins. Pamphlets issued by the Department of Public Instruction, Rochester, N. Y., 1915.

These are based on a survey made by the Chamber of Commerce, and compiled by Raymond C. Keople of the Department of Vocational Education. They include Machine Industry; Woodworking Industry; Clothing Industry; Collar Factories; and Apprenticeship Plan. They are models for brief, pertinent information.

ROMAN, FREDERICK W. *Vocational Education — Its Dependence upon Elementary Cultural Training*. N. E. A. Addresses and Proc. 1915, pp. 1173-1177.

A strong plea for democracy in vocational education, and for better attention to obvious economic facts bearing on production, distribution, and mechanical efficiency.

SMITH, J. RUSSELL. *Commerce and Industry*. Henry Holt and Company, 1916.

This is a sample of the commercial and industrial geography which might well form a part of the curriculum of the boy or girl who is surveying occupational resources and opportunities.

TALBERT, ERNEST L. *Opportunities in School and Industry for Children of the Stockyards District*, from a report of an investigation carried on under the direction of the Board of The University of Chicago Settlement, 1912, Bloomfield's *Readings*, pp. 396-453.

A careful study of conditions of school and employment, with a program for vocational guidance.

TODD, ARTHUR J. *Old Age and the Industrial Scrap Heap*. Quarterly Publication of the American Statistical Assn., Vol. XIV, New Series, No. 110, June 1915, pp. 550-566.

A critical examination of available data concerning the present practices in refusing work on account of age. This question is of importance on account of the marvelous changes in European employment, conditions likely to be increasingly reflected in this country.

TOWNE, EZRA THAYER. *Social Problems*. The Macmillan Company, 1916.

Such a book as this contains much material which bears directly upon occupations and should therefore be studied, if the child is to be prepared to cope with his life problems. This text treats the following topics, among others: immigration, child labor, women in industry, labor organizations, unemployment, poverty, conservation.

VAN KLEECK, MARY. *Working Girls in Evening Schools*. Survey Associates, Inc., 1914.

This book contains valuable information about the working experiences of girls, and their efforts to learn. Pages 106-107 give some references on the question, Why do children leave school?

WEAVER, E. W. *Vocations for Girls*. The A. S. Barnes Company, 1913.

As director of the Vocational Guidance and Industrial Education Bureau of Buffalo, the author has had an excellent opportunity to

come in touch with many industries and fully appreciates the problems of the workers.

The first thirteen of the thirty-three short chapters contain advice of a general character. An outline of the fields open to women contains the names of about seventy different vocations. Only a few of these are treated in the book, but the outline might serve as a basis for a study of local industries and will certainly be helpful in enlarging the outlook of girls as to possible openings.

The second part of the book is an analysis of eighteen broad divisions of women's vocations. Mr. Weaver discusses in each case the necessary qualifications for the task, methods of preparation and apprenticeship, the working conditions of the vocation, and its rewards both in money and in spiritual and social returns. A highly instructive and interesting feature is the brief letter or interview from some person actually engaged in the occupation or biography of some successful woman which follows each chapter. While these stories give in concrete, living form just the sort of information and inspiration that young people read eagerly and can transmute into actions and ideals, some of the material seems to be based on sentiment rather than on fact; such parts are apt to do more harm than good.

— and BYLER, J. FRANK. *Profitable Vocations for Boys*. The A. S. Barnes Company, 1915.

This book gives statements about many occupations, and is necessarily thin in many places. Further, it has some of the faults of *Vocations for Girls*, and is hardly suitable for intensive work in the life-career class, except, perhaps, as an outline of the work. There is too much inadequate treatment of big topics, as for example, the chapter on Scientific Management. The book is written down to the child. It is unsatisfactory, but is suggestive of a good method, so far as its plan of topics is concerned.

Women's Educational and Industrial Union. *The Public Schools and Women in Office Service*. 1914, Boston.

Five investigators compiled this booklet, and it is a model of good material for close study. It has a good index.

The Union publishes many reports and pamphlets of vocational significance.

WOODS, ROBERT A. and KENNEDY, ALBERT J. *Young Working Girls*. Houghton Mifflin Company, 1913.

A statement representing the investigations and conclusions of settlement workers of the country. One chapter deals with the entrance on industry, and discusses the effect of different kinds of work upon the girls. Intimate knowledge is given in condensed form. A very important point of view. See Davis and Woods, above.

YOUNG, ROSE. *Your Daughter's Career if She Wants to be a Lawyer*. Good Housekeeping Magazine, Oct. 1915. (Other similar articles in other issues.)

This and other articles by the same author represent a type of literature of which we need more. The articles are written in an easy, popular style and are replete with illustrations drawn from the lives of successful women, features which assure their being read by parents as well as by girls who are trying to reach a decision on the question of a future career. A good deal of the literature which has been published by chambers of commerce, trade leagues, and vocation bureaus has failed to reach the people because it was presented in uninviting form. The public at large may need text-books, but many people are not yet ready to read the sort that have been written on vocational subjects.

## PART V

### BIBLIOGRAPHIES

BLOOMFIELD, MEYER. *In Youth, School and Vocation*. Houghton Mifflin Company, 1915, pp. 262-267.

Includes bibliographies, books, reports, periodical literature, and N. E. A. proceedings — about ninety titles in all. British and German vocational pamphlets are listed. See *School and the Start in Life*, Part II, for full European bibliography.

Brooklyn Public Library, New York City. *Choosing a Vocation*. 1913.

Includes references on an extensive list of occupations, together with those on vocational guidance and vocational education.

Bureau of Education, U. S. *Bibliography of Industrial, Vocational, and Trade Education*, Bulletin 1913, No. 22.

Section xxv, pp. 68-71 is devoted to vocational guidance, and references in other sections indicate important related material. There are thirty-five titles on vocational guidance, and many of them are followed by a note to show the nature of the material.

—— *List of References on Vocational Guidance*, June 1914.

Contains about eighty titles, with brief notes to show the scope of a few of the articles.

—— *Vocational Guidance Bibliography*. A complete bibliography is in preparation.

California State Board of Education. *A Vocational Guidance Bibliography*, Bulletin No. 12. Compiled for the Commissioner of Industrial and Vocational Education, by Charles Louis Jacobs, Jan. 1916.

The bibliography includes what the author calls the one hundred best books for vocational guidance. Three groups are used: books for the youth, the teacher, and the specialist. Each title is followed by a brief critical statement. The author's arrangement in order of importance in each group is very much open to question. Further, many success books of the old, uncritical style are included.

Grand Rapids Public Library. In Davis's *Vocational and Moral Guidance*. Ginn and Company, 1914.

The references in this bibliography are distributed throughout Part I of the book, and classified under the following topics: Need for vocational guidance, pp. 11-12; Need for moral guidance, pp. 18-19; General references, pp. 35-36, 39-42; Success, 53-57; Call to service, pp. 70-74, 83-84; Preparation, 93-96; Ethics of the occupation, 98; Community ethics, 107-111; School program, 118; Social efficiency, 129; Parents, 136; Counseling, 149-151.

Most of these books have been tested in the school work, and though some open to question are included, the bibliography is valuable as a comprehensive list. It is without doubt the broadest in scope among our bibliographies. Notes in some cases give contents. Magazine articles are not included.

National Association of Corporation Schools. Report of Committee on Vocational Guidance, Henry C. Metcalf, chairman. Proc. of the Assn., 1915, pp. 411-417.

A good list, particularly emphasizing vocational guidance in commerce and industry.

University of Chicago. *Vocational Guidance Bibliography*. Recent books, magazine articles, reports, and bulletins. College of Education of the University, Frank M. Leavitt, Professor of Industrial Education, 1915.

This is a student compilation, and contains about one hundred and eighty-five titles. It is a very helpful list, in spite of the fact that it includes some books which are decidedly open to question.

# A READING COURSE IN VOCATIONAL GUIDANCE

BY JOHN M. BREWER

## FOREWORD

THE purpose of this list is to indicate some of the problems with which vocational guidance is concerned, and to offer detailed references under each question. The modern movement for vocational guidance was begun only in 1908, and it is not to be expected that many of its problems, some of them as far-reaching and complex as any questions in social life, should have received adequate answers. In certain cases the references will be found very inadequate. Nevertheless they will show that serious thinking has been done, that painstaking investigation has already been undertaken, and that busy people have taken time and trouble to help others by writing about their experiences. In any event the study of these problems may stimulate the reader to investigate and experiment on his own account, which may lead to progress in furnishing feasible solutions.

In most cases the references in the list are given in the order of their pertinence and availability. Numbers in parentheses refer back to earlier questions, under which may be found full data on the reference required.

### 1. What is vocational guidance, and what are its problems ?

- (1) Mead, George H. *The Larger Educational Bearings of Vocational Guidance*. U. S. Bureau of Education, Bulletin, 1914, No. 14, pp. 16-26; also in Bloomfield's *Readings in Vocational Guidance*. Ginn and Company, 1915, pp. 43-55.
- (2) Hanus, Paul H. Introduction to Bloomfield's *Vocational Guidance of Youth*. Houghton Mifflin Company, 1911.
- (3) Suzzallo, Henry. Introduction to Bloomfield's *Youth, School, and Vocation*. Houghton Mifflin Company, 1915.
- (4) Dictionary: advice; avocation; calling; career; counsel; direct; guidance; guide; occupation; vocation; vocational.

- (5) Munroe, Paul. *Encyclopedia of Education*, article on Vocational Guidance.

## 2. Why is vocational guidance needed ?

- (1) Woods, Erville B. *The Social Waste of Unguided Ability*. *American Journal of Sociology*, Vol. XIX, No. 3, Nov. 1913, pp. 358-369; also in Bloomfield's *Readings* (1), pp. 19-31.
- (2) Bloomfield, Meyer. *Youth, School, and Vocation*. Houghton Mifflin Company, 1915, pp. 1-26.
- (3) Davis, Jesse B. *Vocational and Moral Guidance*. Ginn and Company, 1914, pp. 6-12.
- (4) Davis, Philip. *Streetland*. Small, Maynard and Company, 1915, pp. 143-171.
- (5) Eliot, Charles W. *The Value, during Education, of the Life-Career Motive*. *Nat. Educ. Assn., Proc.* 1910, pp. 133-141; also in Bloomfield's *Readings* (1), pp. 1-12.
- (6) Hanus, Paul H. *Beginnings in Industrial Education*. Houghton Mifflin Company, 1908, pp. 48-252.

## 3. What is the relation of the vocational-guidance aim in education to other aims ?

- (1) Van Sickle, James H. *The Vocational Trend in Education*. *Educational Administration and Supervision*, Vol. I, No. 1, Jan. 1915, pp. 67-68.
- (2) Davis, Jesse B. (2), pp. 13-19, 99-111.
- (3) Moore, Ernest C. *What is Education ?* Ginn and Company, 1915, pp. 164-169.

## 4. What kind of school organization is best adapted to educational guidance ?

- (1) Hanus, Paul H. *School Efficiency, A Constructive Study, Applied to New York City*. *School Efficiency Series*, World Book Company, 1913, pp. 6-10.
- (2) Moore, Ernest C. *What is Education ?* (3), pp. 18-29.
- (3) Dewey, John and Evelyn. *Schools of To-morrow*. E. P. Dutton and Company, 1915, pp. 1-16.

## 5. How can the elementary school, in its program of studies and methods of teaching give educational guidance and lay a foundation for vocational guidance ? What can be done to counteract the restricted view-point of the child's immediate experience ? How can we lead him to see the value of more education ?

- (1) Dewey, *Schools of To-morrow* (4), pp. 41-102.
- (2) Davis, Jesse B. (2), pp. 27-45.

- (3) Eaton, Mary N. In Davis's *Vocational and Moral Guidance* (2), pp. 177-189.
  - (4) Righter, Leonard. *The Curriculum and Vocational Guidance*. The Elementary School Journal, Vol. xvi, No. 7, March 1916, pp. 369-380.
  - (5) Dunn, Arthur W. *Civic Education in Elementary Schools as Illustrated in Indianapolis*. U. S. Bureau of Educ. Bulletin, 1915, No. 17.
  - (6) Bobbitt, Franklin. *What the Schools Teach and Might Teach*. Survey Committee of the Cleveland Foundation, 1915, pp. 72-80.
6. What part in vocational guidance has the junior high school? What school studies and other activities disclose capabilities and offer means for self-discovery? How can the present studies be made to yield more vocational stimulus and guidance? Should the junior high school carry on "pre-vocational" and continuation school work?
- (1) Lapp, John A. and Mote, Carl H. *Learning to Earn*. Bobbs-Merrill Company, 1915, pp. 182-196.
  - (2) Prosser, Charles A. *Practical Arts and Vocational Guidance*. Manual Training Magazine, Vol. xiv, No. 6, Feb. 1913, pp. 209-221; also in Bloomfield's *Readings* (1), pp. 352-367.
  - (3) Wile, Ira S. *Vocational Guidance and the Curriculum*. Nat. Voc. Guid. Assn., Proc., Richmond meeting, 1915, pp. 29-36.
  - (4) Leavitt, Frank M. and Brown, Edith. *Prevocational Education in the Public Schools*. Houghton Mifflin Company, 1915, pp. 70-82.
  - (5) Bonser, Frederick G. *Is "Prevocational" a Needed or Desirable Term?* Manual Training and Vocational Education, Vol. xvii, No. 8, April 1916, pp. 585-588.
  - (6) Boston School Committee, *Circular of Information Relating to the Continuation Schools*. School Document No. 26, 1915.
  - (7) Wisconsin State Board of Industrial Education, *Outlines of Lessons*. No. 10, Second Edition, 1914, pp. 476-483.
7. What part is taken by the high school?
- (1) Bonser, Frederick G. *The Curriculum as a Means of Revealing Vocational Aptitudes*. Education, Vol. xxxvii, No. 3, Nov. 1916, pp. 145-159.
  - (2) Gayler, G. W. *Vocational Guidance in the High School*. Psychological Clinic, Vol. ix, No. 6, Nov. 15, 1915, pp. 161-166.
  - (3) Davis, Jesse B. (2), pp. 112-118.
  - (4) Bloomfield, *Youth*, etc. (1), pp. 255-261.
  - (5) See Topic 6, above; and 10, 11, 20, and 24, below.

8. What is the work of the college in vocational guidance ?
  - (1) Elliff, J. D. *Vocational Guidance — A Function of the University*. Nat. Voc. Guid. Assn., Proc. Richmond meeting, 1915, pp. 12-16.
  - (2) School and Society, *Expert Advice on Vocation*. Quotation from F. P. K. in the Columbia University Quarterly. School and Society, Vol. III, No. 78, June 24, 1916, pp. 940-941.
  - (3) Keppel, Frederick P. *The Occupations of College Graduates as Influenced by the Undergraduate Course*. Educational Review, Vol. XL, No. 5, Dec. 1910, pp. 433-440; also in Bloomfield's *Readings* (1), pp. 346-351.
  - (4) Thorndike, E. L. *The University and Vocational Guidance*, Bloomfield's *Readings* (1), pp. 96-102.
  - (5) Jennings, Irwin G. *Vocational Guidance in Colleges and Universities*. Educational Review, Vol. LI, No. 4, April 1916, pp. 331-341.
9. How is vocational guidance aided by activities in the home, student-affairs, self-government, play, camps, clubs, scouting, etc. ?
  - (1) Davis, Jesse B. (2), pp. 119-129.
  - (2) Alderman, L. R. *School Credits for Home Work*. Houghton Mifflin Company, 1915. (Look through, and read parts.)
  - (3) Johnson, George E. *Education by Plays and Games*. Ginn and Company, 1907. (Look through, and read parts.)
  - (4) Boy Scouts of America, *Handbook for Boys*. Doubleday, Page and Company. (Look through, and read parts.)
  - (5) Camp Fire Girls National Headquarters. *The Book of the Camp Fire Girls*. New York.
10. What should be the subject-matter and method of life-career classes in schools ?
  - (1) Wheatley, William A. *Some Suggestions for Presenting a Course in Vocational Information to Pupils in our Smaller Schools*. Nat. Voc. Guid. Assn., Proc. Richmond meeting, 1915, pp. 24-29; or *Vocational Information for Pupils in a Small City High School*. The School Review, Vol. XXIII, No. 3, March 1915, pp. 175-180.
  - (2) Gowin, Enoch B. and Wheatley, William A. *Occupations*. Ginn and Company, 1916. (Examine, as a possible textbook.)
  - (3) Horton, D. W. *A Plan for Vocational Guidance*. The School Review, Vol. XXIII, No. 4, April 1915, pp. 236-243.
  - (4) Jacobs, Charles L. *An Experiment in High School Vocational Guidance*. Manual Training and Vocational Education, Vol. XVII, No. 2, Oct. 1915, pp. 81-85.
11. What are the features of satisfactory systems of vocational education ? What are the available methods, with the

advantages and disadvantages of each? What are the advantages of supplementary and part-time training? What studies can be offered to working people?

- (1) Bonser, Frederick G. *Education for Life Work in Non-Professional Occupations*. The Annals of The American Academy of Political and Social Science, Vol. LXVII, No. 156, Sept. 1916, *New Possibilities in Education*, pp. 64-75.
- (2) Lapp and Mote (6), pp. 197-248.
- (3) Schneider, Herman. *Education for Industrial Workers*. School Efficiency Series, World Book Company, 1915, pp. 47-58.
- (4) National Society for the Promotion of Industrial Education, *Report of the Minneapolis Survey for Vocational Education*, Bulletin No. 21, 1916. Reprinted as Bulletin 199, U. S. Bureau of Labor Statistics.
- (5) Cleveland Educational Survey. Nine volumes on vocational education. Division of Education, Russell Sage Foundation, 1916.

12. What is being done in the way of vocational guidance in industrial and commercial establishments? What is the work of the employment manager, and of the employment managers' associations?

- (1) The American Academy of Political and Social Science, *Personnel and Employment Problems in Industrial Management*. Annals, Vol. LXV, No. 154, May 1916, Bloomfield, Meyer and Willits, Joseph H., Editors. See especially articles by Bloomfield, pp. 76-86; Wells, 111-116; Hopkins, 67-75; Reilly, 87-93; Clothier, 94-110; Person, 117-127; Gilbreth, 289-296; Lee, 297-310; Fisher, 144-154; Keir, 160-169; Alexander, 128-143.

13. What is the school's responsibility for the placement and employment supervision of working children? How may the school aid in securing employment? What plans for "follow-up" investigation and advice should be adopted? Should school authorities supervise the working experiences of minors?

- (1) Breckinridge, Sophonisba P. and Abbott, Edith. *The School and the Working Child, A Plea for Employment Supervision in City Schools*. Bloomfield's Readings (1), pp. 485-503.
- (2) Bloomfield, *Youth*, etc. (1), pp. 127-136.
- (3) Claxton, Philander P. *Part-Time Secondary Schooling and Vocational Guidance*. Nat. Voc. Guid. Assn. (6), pp. 44-48.

14. What are the conditions of employment for young workers? How is the transition from school to work made, and how

may it be improved? Why do children leave school early? What is the remedy? Is the work of children under eighteen needed to carry on American industries? How do children secure employment, and how may improved methods be inaugurated? What kind of work do young children have? What should we do about the changing from job to job? How can seeming blind-alley jobs be made to lead to something better?

- (1) Lovejoy, Owen R. *Vocational Guidance and Child Labor*. U. S. Bureau of Educ., Bulletin, 1914, No. 14, pp. 9-16.
- (2) Davis, Anne S. *Occupations and Industries Open to Children Fourteen and Sixteen Years of Age*. Board of Education, Chicago, 1914; also in Bloomfield's *Readings* (1), pp. 542-556.
- (3) Talbert, Ernest L. *Opportunities in School and Industry for Children in the Stockyard District*. (Report of an investigation carried on under the direction of the University of Chicago Settlement, 1912.) Bloomfield's *Readings* (1), pp. 396-453.
- (4) Reed, Anna Y. *Seattle Children in School and in Industry*. Board of School Directors, Seattle, Wash., 1915.
- (5) Woods, Robert A. and Kennedy, Albert J. *Young Working Girls*. Houghton Mifflin Company, 1913, pp. 11-33.
- (6) Bloomfield, *Youth*, etc. (1), pp. 9-26.

15. What should the student of vocational guidance know about the relations between employers and employees and the conditions of labor, and what should be the attitude of the movement for vocational guidance on labor questions: efficiency; scientific management; labor organizations; collective bargaining; wages; finding employment; steadiness of employment; monotony; social work; participation in management; the land question.

- (1) Allen, Frederick J. *Business Employments*. Ginn and Company, 1916, pp. 25-38, 161-169.
- (2) Towne, Ezra Thayer. *Social Problems*. The Macmillan Company, 1916; or a similar work.
- (3) Hobson, J. A. *Work and Wealth*. The Macmillan Company, 1914.
- (4) Roman, Frederick W. *Vocational Education—Its Dependence on Elementary Cultural Training*. N. E. A., Addresses and Proc., 1915, pp. 1173-1177.
- (5) Schneider (11), pp. 5-11.
- (6) Rand School for Social Service, *American Labor Yearbook*. Dept. of Labor Research, Rand School of Social Service, New York, 1916.

- (7) Hoxie, Robert Franklin. *Scientific Management and Labor*. D. Appleton and Company, 1915, pp. 137-139.
  - (8) Thompson, Clarence B. *Relation of Scientific Management to Labor*. Quarterly Journal of Economics, Vol. xxx, Feb. 1916, pp. 311-351.
  - (9) Willits, Joseph H. *The Unemployed in Philadelphia*. Dept. of Public Works, Philadelphia, 1915, pp. 5-10, 86-92, 110-121; also as Supplement to American Academy (12), *Steadying Employment*, pp. 71-76, 91-102.
  - (10) Hard, William. *Big Jobs for Bad Times*. Everybody's Magazine, Vol. xxxv, No. 2, Aug. 1916, pp. 129-141.
  - (11) See American Academy (12), Gilbreth, pp. 289-296, and Lee, pp. 297-310.
16. What are the characteristics and requirements of the common occupations ?
- (1) Allen, Frederick J. *Business Employments*. Ginn and Company, 1916.
  - (2) Allen, Frederick J. *The Shoe Industry*. The Vocation Bureau, Boston, 1916.
  - (3) Cleveland Educational Survey. Nine volumes (11).
  - (4) Minneapolis Survey for Vocational Education (11).
  - (5) Gowin and Wheatley. *Occupations* (10).
  - (6) Weaver, E. W. *Vocations for Girls*. The A. S. Barnes Co., 1913.
  - (7) Laselle, Mary A. and Wiley, Katherine E. *Vocations for Girls*. Houghton Mifflin Company, 1913.
  - (8) Eaton, Jeannette and Stevens, Bertha M. *Commercial Work and Training for Girls*. The Macmillan Company, 1915.
17. How may school people, parents, employers, employees, and social, civic, philanthropic, labor, and commercial organizations coöperate for collecting occupational information, surveying opportunities, advising children, aiding workers in entering upon employment, and supervising progress in the occupation ?
- (1) Richards, Charles R. *What We Need to Know about Occupations*. Second National Conference on Vocational Guidance, Proc. 1912, pp. 35-44; also in Bloomfield's *Readings* (1), pp. 504-514.
  - (2) Minneapolis Survey (11), pp. 3-11, 625-627, 633-636, 646-648. (Chapters 1, 23, 25, App. A and B.)
  - (3) Bureau of Labor Statistics, U. S. Dept. of Labor, *Vocational Education Survey of Richmond, Va.*, Bulletin of the Bureau, No. 162, 1916, pp. 5-7, 32-33, 322-326.
  - (4) Westgate, C. E. *Vocational Guidance in the Stadium High School*. Tacoma, Wash., Manual Training and Vocational Education, Vol. xvii, No. 7, March 1916, pp. 511-514.

- (5) Davis, Jesse B. (2), pp. 126-136, 286-297.
  - (6) Bloomfield, *Youth*, etc. (1), pp. 127-147.
  - (7) Spaulding, Frank E. *Problems of Vocational Guidance*. N. E. A., Dept. of Superintendence, 1915, pp. 83-87; Addresses and Proc., 1915, pp. 331-335; also in Bloomfield's *Readings* (1), pp. 69-74.
18. What methods of counseling should be used? How should the teacher or counselor go about interviewing or advising the individual child? What should be the extent of and limitations set upon active guidance? What records should be kept?
- (1) Bloomfield's *Youth*, etc. (1), pp. 50-57, 60-63, 188-202.
  - (2) Davis, Jesse B. (2), pp. 137-149.
  - (3) Gowin and Wheatley. *Occupations* (10), pp. 312-319.
  - (4) Kitson, H. D. *Suggestions Toward a Tenable Theory of Vocational Guidance*. Manual Training and Vocational Education, Vol. xv, No. 5, Jan. 1915, pp. 265-270; also in Bloomfield's *Readings* (1), pp. 103-108.
19. What erroneous methods of guidance are used, and how may they be avoided?
- (1) Kitson, H. D. *Psychological Tests and Vocational Guidance*. The School Review, Vol. xxiv, No. 3, March 1916, pp. 207-214; also Kitson (18).
  - (2) Breese, B. B. *Vocational Guidance*. Unpopular Review, Vol. v, No. 8, Oct.-Dec. 1915, pp. 343-357.
  - (3) Bloomfield, *Youth*, etc. (1), pp. 88-94.
  - (4) Kitson, Harry D. *Interest as a Criterion in Vocational Guidance*. Educational Review, Vol. lII, No. 4, Nov. 1916, pp. 349-356.
20. How should vocational guidance be begun in a school and in a school system, and what should be the course of its development? How may a teacher, principal, or superintendent inaugurate a plan? What should be the function of a central vocational bureau, and of an expert counselor?
- (1) Bate, William G. *How Can the Faculty of a Small High School Establish a Vocational Guidance System?* Manual Training and Vocational Education, Vol. xvII, No. 5, Jan. 1916, pp. 336-342.
  - (2) Gayler (7).
  - (3) Wheatley (10).
  - (4) Horton (10).
  - (5) Davis, Jesse B. (2), pp. 163-174.
  - (6) Bloomfield, *Youth*, etc. (1), pp. 28-49.

21. What should be the training of a teacher who is to do counseling, direct a plan for guidance, or make investigations ?
  - (1) Bonser, Frederick G. *Necessity of Professional Training for Vocational Counseling*. U. S. Bureau of Educ. Bulletin, 1914, No. 14, pp. 37-42; also in Bloomfield's *Readings* (1), pp. 109-116.
  - (2) Fitch, John A. *A Method for Industrial Surveys*. Second Nat. Conference on Vocational Guidance, Proc., 1912, pp. 44-53.
  - (3) Parsons, Frank. *Choosing a Vocation*. Houghton Mifflin Company, 1909, pp. 94-95.
  - (4) Bloomfield, *Youth*, etc. (1), pp. 55-57, 60-65, 87-94.
22. What were the beginnings of the modern movement for vocational guidance ?
  - (1) Parsons (21), pp. 91-92.
  - (2) Bloomfield, *Youth*, etc. (1), pp. 30-40.
  - (3) Allen, Frederick J. *The Vocation Bureau and the Boston School System*. National Municipal Review, Vol. II, No. 1, Jan. 1913, pp. 108-110.
  - (4) Brooks, Stratton D. *Vocational Guidance in the Boston Schools*. The School Review, Vol. XIX, No. 1, Jan. 1911, pp. 42-50. Also in Bloomfield's *Readings*, pp. 83-91.
  - (5) Leavitt, Frank M. *Examples of Industrial Education*. Ginn and Company, 1912, pp. 235-266.
23. What associations are organized to foster vocational guidance, and what is the nature of their work ?
  - (1) The Vocation Bureau of Boston, Annual Reports; also books by Bloomfield and Allen.
  - (2) National Vocational Guidance Association, W. Carson Ryan, Jr., Secy., Bureau of Education, Washington, D. C. Proceedings of meetings, and *Vocational Guidance Bulletin*, a monthly leaflet.
  - (3) Vocational Guidance Society of California, Mrs. E. J. Grover, Secy., Polytechnic High School, San Francisco, Cal. Annual Reports.
  - (4) Davis, Jesse B. (2), pp. 262-285.
  - (5) Lapp and Mote (6), pp. 249-261, 393-394.
24. What are the outstanding features of the work in various schools and school systems ? What may be learned from actual accomplishments, in this country and abroad ?
  - (1) Bloomfield, *Youth*, etc. (1), pp. 45-46, 127-147, 255-261.
  - (2) Thompson, Frank V. *Vocational Guidance in Boston*. Nat. Voc. Guid. Assn., Richmond meeting, Proc. 1915, pp. 17-24; also in *The School Review*, Vol. XXIII, No. 2, Feb. 1915, pp. 105-112.

- (3) Brewer, John M. *Vocational Guidance in School and Occupation*. Amer. Acad. of Political and Social Science, Annals, *New Possibilities in Education*, Vol. LXVII, No. 156, Sept. 1916, pp. 54-63.
  - (4) Topics in Nos. 10, 18, 20, 22.
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- (1) Hulst, Mrs. Cornelia S. *Social and Civic Ethics from the Stand-point of the Chosen Vocation*. In Davis's *Vocational and Moral Guidance* (2), pp. 238-252. See also pp. 46-53, 99-111, 119-129, 233-237.
  - (2) Lee, Joseph. *Play in Education*. The Macmillan Company, 1915, pp. 464-479.
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- (1) Ward, Lester F. *Eugenics, Euthenics, and Eudemics*. American Journal of Sociology, Vol. XVIII, No. 6, May 1913, pp. 737-757.
  - (2) Woods, Erville B. (2).
  - (3) Bloomfield, *Youth*, etc. (1), pp. 171-176.
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